



# San Diego CORD

ACADEMIC ASSEMBLY  
MARCH 27 - 30, 2022



## 2022 ONSITE GUIDE

[www.cordem.org/aa](http://www.cordem.org/aa) #CORDAA22



*It's been a while since we have been together. Come relax, have a bite, enjoy a beverage, and network with colleagues you have missed!*

**Sunday, March 27**  
**6 PM – 8 PM**

**San Diego Wine & Culinary Center**  
**200 Harbor Dr, #120**

(across the street towards the convention center)



All fully registered attendees are invited, your badge is your admission ticket.  
Guest tickets to attend can be purchased at the CORD registration desk.

## Have Lunch on the Town!



Instead of the standard conference lunch, all full paid conference attendees (March 27-30, 2022) receive a \$50 Gift Card to explore and enjoy some of San Diego's best foodie neighborhoods during lunch on March 27 and March 29, 2022.

After checking in and receiving your badge, pick up your \$50 Visa Gift Card at the registration desk.\*

\*Only one gift card per registrant. To qualify for the \$50 gift card, you must be registered for the entire conference (March 27-March 30, 2022). You must present your official 2022 CORD Academic Assembly Conference badge to receive your card. No other form of ID will be accepted. You cannot pick up a gift card for anyone other than yourself. This \$50 gift card is to supplement lunch, CORD will not be providing lunch during the conference.

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# Welcome to CORD AA22 from the Conference Chairs



## Welcome from the Chairs

On behalf of the CORD *Academic Assembly* Planning Committee, we are pleased to welcome you to the 2022 CORD *Academic Assembly* March 26-30, 2022, in San Diego! We hope you enjoy all the high-yield didactic sessions as well as reconnecting and networking with each other! We hope that CORD AA22, along with all that San Diego has to offer, leaves you more knowledgeable, inspired, and rejuvenated!

## CONFERENCE TRACKS

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

### New Programs and Leaders Track (NPL) — PRE-DAY

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

### Best Practices (BP)

Continues to drop nuggets of fantastic resources you can bring back to your own program with resources and educational models to share.

### Clerkship Directors in Emergency Medicine (CDEM)

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

### Navigating the Academic Waters (NAW)

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

### Resident/Chief Resident Track

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

### Emergency Medicine Administration Residency Coordinators (EMARC)

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

### Abstracts/Research

**Advances in Education Research and Innovations** will host moderated e-poster sessions highlighting some of the best research and innovations with our **Best Research Abstracts of 2022 (formerly known as Best of the Best) session!**

## THEMED SESSIONS AND JOINT TRACK SESSIONS

Throughout the conference you will see short talks grouped together focusing on a theme. These high-yield talks will leave you with lots of new ideas from multiple presenters in an hour. You will find sessions across tracks focused on:

### Diversity, Equity, and Inclusion (DEI)

DEI content will cover best practices in creating an equitable environment for all in your educational program

### Medical Education and Scholarship (MedEd Scholar)

Are you looking to increase your level of educational scholarship? Be sure to attend the **MedEd Scholar** sessions spread across days one through three. There are also co-sponsored sessions across the tracks recognizing content that applies to everyone!

### Medical Technology in Education (MedTech)

**MedTech** (formerly iMedEd) sessions are interleaved throughout the programming tracks for your convenience.

### Speaker Quality and Diversity

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

### EMRA

EMRA has planned some high-energy programming for residents. It promises to be an exciting and fun time, for its third year at Academic Assembly!

# AA22 CONFERENCE HIGHLIGHTS

## Sunday, March 27, 2022 — Day ONE

**Keynote Address by Dr. Jean Twenge — “Understanding Generational Differences: Improving Teaching and Training in Academic Medicine”**

*Dr. Jean Twenge is a psychologist, author, and Professor at San Diego State University whose research focuses on teaching and working with today’s young generation based on a dataset of 11 million young people. Her most recent books include iGen, Generation Me and The Narcissism Epidemic. She will focus on teaching and training this next generation of learners in academic medicine.*

### **FirstUp!**

*Want to see the new and upcoming talent in the CORD Membership? Come and see the new speaker competition, FirstUp! Speakers will be giving their lightning talks and competing for a chance for a guaranteed speaking session at CORD AA23!*

## Monday, March 28, 2022 — Day TWO

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

### **Free Afternoon on Monday!**

*The tradition continues in San Diego! Enjoy free time with your colleagues, family, and friends, or just take an afternoon for yourself to explore the many things San Diego has to offer! Check out the Gaslamp District or Little Italy for a late lunch. Get outdoors and enjoy the beach, the San Diego Zoo, Safari Park, or even take a Ferry Ride from downtown to Coronado Island!*

**Best Innovative Abstracts at Noon and Moderated Posters at 5pm.** *The Awards Presentation follows the moderated poster session at 6:30 for CORD Awards, CPC, and First UP! Awards will be announced over wine & cheese.*

## Tuesday, March 29, 2022 — Day THREE

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

**Clinical Pathologic Competition (CPC)** continues with **Day 2** cases. **CORD Business Meeting** and **RRC updates** happening today along with several panel talks, workshops, and small group activities! Check out the full schedule! The afternoon also offers a **MedTech** exhibit showcasing several hands-on simulators, DIY low-cost trainers, and gameology content.

## Wednesday, March 30, 2022 — Day FOUR

*Today’s programming features a lineup of **Best Research Abstracts of 2022 (formerly known as Best of the Best)**, **Life After Program Director** featuring an esteemed panel of former PDs, and **Program Survival Stories** will conclude our programming at noon.*

So glad you decided to join us for **CORD AA22** in San Diego!



**Leslie Oyama, MD**  
AA22 Conference Chair



**Rebecca Bavolek, MD**  
AA22 Conference Chair  
AA23 Conference Chair



# CONFERENCE SUMMARY

The optimal education and assessment of medical students, emergency medicine residents, and emergency medicine fellows, and the effective management of emergency medicine residencies and educational programs are continuously evolving processes. Teaching adult learners who have grown up in the technological age requires innovative didactic and assessment tools and an understanding of best practices in teaching and assessment. It is also necessary to respond effectively to an increasingly complicated regulatory environment, including the ACGME's Next Accreditation System, the institution of Milestone-based competency assessment, and the increasing focus on Patient Safety and Quality Improvement initiatives. Residency and student management demands multiply every year. Maintaining professional and personal balance and successfully advancing a career focused on education in emergency medicine is a constant challenge. Collaboration between emergency medicine programs, specialties, national emergency medicine organizations and accreditation associations facilitates and enhances resident and medical student education, assessment, and program management. The 2022 CORD Academic Assembly will provide a spectrum of expert panel discussions, didactic sessions, interactive small group breakouts, research presentations, and consensus working groups, all specifically designed by and for educators in emergency medicine to address the needs of our unique teaching environment.

## CONFERENCE OBJECTIVES

Upon completion of this conference, emergency medicine 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-EM updates, program requirement revisions and best practices in resident and medical student education.
7. Incorporate novel educational innovations, teaching methodologies and curricula to enhance the experience of emergency medicine resident and student learners.

## CONTINUING EDUCATION CREDIT

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

The American College of Emergency Physicians designates this Live activity for a maximum of **28.25 AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**To access the Handouts, and Evaluations for the sessions,  
download the CORD Academic Assembly 2022 app.**

# Thank You!

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

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Northwell Zucker School of  
Medicine (North Shore/LIJ)

**Joshua Schechter, MD**  
SUNY Downstate – Kings  
County Hospital

**Kimberly Schertze, MD**  
Stanford Emergency Medicine

**Benjamin Schnapp, MD**  
Icahn School of Medicine at  
Mount Sinai

**Jeff Schneider, MD**  
BMC

**John Schneider, MD**  
VCU Health

**Caitlin Schrepel, MD**  
Univ of Washington

**Kristy Schwartz, MD, MPH**  
UCSD

**Navdeep Sekhon, MD**  
Baylor College of Medicine

**Kaushal Shah, MD**  
Mount Sinai Medical Center

**Eric Shappell, MD, MHPE**  
Massachusetts General  
Hospital / Harvard Medical  
School

**Anne Shaughnessy, MD**  
Orlando Health

**Isaac Shaw, MD**  
University of Louisville

**Alexander Sheng, MD, MHPE**  
Boston Medical Center

**Christina Shenvi, MD, PhD,  
MBA**  
University of North Carolina

**Jan Shoenberger, MD**  
LAC/USC Medical Center

**Erin Simon, DO**  
Cleveland Clinic Akron  
General

**Jon Smart, MD**  
UC-Irvine

**Liza Smith, MD**  
Univ of Massachusetts--  
Baystate

**Stephanie Smith, MD**  
Cooper University  
Healthcare/Cooper Medical  
School of Rowan University

**Kimberly Sokol, MD**  
Kaweah Health Emergency  
Medicine Residency

**Camie Sorensen, MD**  
Saint Agnes Medical Center  
Emergency Medicine  
Residency (Fresno, CA)

**Randy Sorge, MD, FACEP**  
Louisiana State University –  
New Orleans

**Eric Steinberg, DO**  
St. Joseph's Univ Medical  
Center

**Samantha Stringer, MD**  
Univ of Michigan

**Matthew Stull MD**  
University Hospitals-  
Cleveland Medical Center/  
Case Western Reserve  
University

**W. Gannon Sungar, DO**  
Denver Health Medical  
Center

**Mark Supino, MD**  
Jackson Memorial

**Loice Swisher, MD**  
Drexel University

**Taku Taira, MD**  
USC

**Michael Takacs, MD**  
University of Iowa

**Todd Taylor, MD**  
Emory

**Jenna Thomas, MB, BCh,  
BAO**  
University of Michigan  
Medical School

**Meredith Thompson, MD**  
Univ of Florida Gainesville

**Carrie Tibbles, MD**  
Beth Israel Deaconess  
Medical Center

**Brett Todd, MD**  
Beaumont Health

**Peter Tomaselli, MD**  
Thomas Jefferson University  
Hospital

**Jean Twenge (Keynote  
Speaker)**  
Creighton Emergency  
Medicine Residency

**Amrita Vempati, MD**  
UCSF Fresno

**Anna Von Reinhart, MD**  
UCSF

**Ayanna Walker, MD**  
Orlando Health

**Bradley Wallace, MD**  
Emory

**Jacqueline Ward-Gaines, MD**  
Denver Health Residency in

Emergency Medicine

**Peyton Ware**  
Loma Linda University School  
of Medicine

**Moshe Weizberg, MD**  
Staten Island University  
Hospital

**Elizabeth Werley, MD**  
Penn State Hershey Medical  
Center

**Jessie Werner, MD**  
UCSF Fresno

**Morgan Wilbanks, MD**  
Medical College of Wisconsin

**Kelly Williamson, MD**  
Northwestern University  
Emergency Medicine  
Residency

**James Willis, MD**  
SUNY Downstate / Kings  
County

**Lauren Willoughby, MD**  
Ohio State University Medical  
Center

**Charlotte Wills, MD**  
Alameda Health System-  
Highland Hospital

**Ashlea Winfield, MD**  
Cook County Health  
Department of Emergency  
Medicine

**Sumintra Wood, MD**  
Mount Sinai School of  
Medicine

**Lainie Yarris, MD, MCR**  
Oregon Health & Science  
University

**Tim Young, MD**  
Loma Linda University School  
of Medicine

**Melissa Yu, MD**  
Crozer Chester Medical  
Center

**Nathan Zapolsky, MD, FACEP**  
Maimonides Medical Center

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

**William Dixon, MD**  
*Stanford*

**Doug Franzen, MD**  
*UW Medicine*

# Award Recipients



## Michael P. Wainscott Program Director

Maria Moreira, MD, FACEP, *Denver Health*

## CORD Faculty Teaching

Michael Gottlieb, MD, RDMS, FAAEM, FACEP,  
*Rush University Medical Center*

## CORD Resident Academic Achievement

Roshanak Benabbas, MD, *SUNY Downstate Medical Center*

## CORD Program Coordinator

Jennifer Cassidy, *UCLA Emergency Medicine-  
Ronald Reagan/Olive View*

## Salvatore Silvestri Travel Scholarship

Sean Bilodeau, DO, *Alpert Medical School of Brown University*

## Dr. Marcus Martin Scholarship Award

Dayle Davenport, MD, *Rush University Medical Center*

## Dr. Judith Tintinalli Faculty Scholarship Award

Gregory Reinhold, DO, FACEP, FACOEP,  
*Promedica Monroe Regional Hospital*

## Dr. Louis Ling Resident Scholarship Award

Mojibade Hassan, MD, *University of Florida – Jacksonville*

## Faculty Longevity Award

Theodore Gaeta, DO, *NY Methodist Hospital*

## Coordinator Longevity Award

Wanda Bailey-Gregory, *St Louis University School of Medicine*

## AA Coordinator Travel Scholarship

Kimberly Regner, *Oregon Health & Science University*

## CORD ACADEMY FOR SCHOLARSHIP IN EDUCATION

### Academy Member in Teaching & Evaluation

Katarzyna Gore, MD, FACEP, *Rush University Medical Center*

### Academy Scholar in Teaching & Evaluation

Jeffrey Siegelman, MD, FACEP, *Emory University School of Medicine*

## MERC AT CORD SCHOLAR AWARD

Randy M Sorge, MD, FACEP,

*Louisiana State University, New Orleans*

Paul L Weygandt, MD, MPH, FACEP, *Johns Hopkins University*

Edgaro Ordonez, MD, FACEP, *Baylor College of Medicine*

Jennifer C Chapman, MD, FACEP, *Orange Park Medical Center  
Emergency Medicine Residency*

Ryan Clark, DO, *Baystate Medical Center*

Jacob Feldman, MD, *University of Texas School  
of Medicine at San Antonio*

Laura J Smylie, MD, FACEP, *WSU Detroit Medical Center*

Brett Todd, MD, FACEP, *Beaumont Health System*

Justina Truong, DO, *Kingman Regional Medical Center*

Martha Barrett, MD, FACEP, *York Hospital*

Kimberly S Bambach, MD, *Ohio State University*

Jesse B. Basford, MD, FACEP, *Southeast Health Medical Center*

Margaret Goodrich, MD, *SOM University of Missouri*

## CORD LONGEVITY AWARD

### 20 Years

Colleen Roche, MD, *George Washington University*

### 10-14 Years

Alan Janssen, DO, FACEP, *Genesys Regional Medical Center*

Abbas Husain, MD, FACEP, *Staten Island University Hospital*

Aloysius (Butch) Humbert, MD,

*Wishard Hospital Indiana University, EM*

Annette Visconti, MD, FACEP, *New York Methodist Hospital*

Bruce Lo, MD, MBA, RDMS, FACEP, *Sentara Hospitals*

Jon Van Heukelom, MD, FACEP, *University of Iowa Hospitals & Clinics*

Olivia Bailey, MD, FACEP, *University of Iowa Hospitals*

Roger Chirurigi, MD, *New York Medical College/Metropolitan*

### 5 -9 Years

Ketan Patel, MD, *University of Nevada Las Vegas School of Medicine*

Rahul Bhat, MD, FACEP, *Georgetown University Hospital*

Stephen Miller, DO, *Medical College of Virginia*

*– Virginia Commonwealth University*

## EMARC LONGEVITY AWARD

### 5-9 Years

Kandice McLeod, *University of Health Science Center at Houston*

Jennifer Dowd, *Ascension Genesys Hospital*

Dustin Hernandez, *Beaumont Hospital/Royal Oak*

Kevin Keller, *Virginia Commonwealth University, Medical College of Virginia*

## RESIDENCY ADMINISTRATIVE FELLOWSHIP GRADUATES

### 2021-2022 COURSE GRADUATE

Minh Evans, MD, *Maimonides Medical Center*

Alyrene Dorey, MD, *University of Utah Health*

Anitha Mathew, MD, MPH, *Northeast Georgia Health System*

Edward Descallar, MD, FACEP, *Orange Park Medical Center*

Ashley Heaney, MD, *Cleveland Clinic Akron General*

Julia Hutchison, DO, *Kaiser Central Valley*

Chris Gelabert, MD, FACEP, *UT Health San Antonio*

Katia Lugo, MD, FACEP, *HCA/USF Morsani Oak Hill Hospital*

Melissa Smith, MD, *UT Southwestern Medical Center*

Eric Blazar, MD, *South Jersey Health System Emergency Physician Services*

Jennifer Li, MD, *University Hospitals, Cleveland Medical Center,  
affiliated with Case Western Reserve University*

Justina Truong, DO, *Kingman Regional Medical Center*

Kristy Schwartz, MD, MPH, FACEP, *University of California San Diego*

Joshua Easter, MD, *University of Virginia*

Michael Nickas, DO, *St. Barnabas Hospital, Bronx, NY*

Melissa Nelson-Perron, MD, *HealthQuest Emergency Medicine  
Residency Program at Vassar Brothers Medical Center*

William Caputo, MD, FACEP, *Staten Island University Hospital*

Ross Littauer, MD, *Einstein Medical Center Montgomery*

Lauren Querin, MD, MS, *University of North Carolina*

Allison Beaulieu, MD, *The Ohio State University*

## MINI FELLOWSHIP IN WELLNESS LEADERSHIP

### 2021/2022 COURSE GRADUATES

Jenny Chang, MD, *Jacobi Montefiore*

*Emergency Medicine Residency Program*

Charlotte Collins, MD, *Medical University of South Carolina*

Benjamin Fitzgerald, MD, *University of Iowa Hospitals and Clinics*

Damiola Idowu, MD, *NYU School Of Medicine/Bellevue Hospital Center*

Nehal Naik, MD, *George Washington University*

Sean Scott, MD, *Madigan Army Medical Center*

Yehuda Wenger, MD, *Orlando Health – Orlando Regional Medical Center*

# Wine & Cheese Reception



Monday, March 29  
6:30pm-7:30pm  
(following the moderated poster session)  
Seaport DE, 2nd fl

INVITATION



## TRUE STORIES FROM THE ER

Monday, March 28, 2022  
8:00 PM - 10:00 PM

Seaport H  
2nd floor

This is a live storytelling event for EM physicians designed with the goals of creating community, embracing vulnerability, and normalizing difficult experiences common to the practice of emergency medicine.

Sponsored by



# Pre Day • Sunday, March 26, 2022

MERC		New Programs New Leaders (NPL)	RAF Workshop
7:00 – 7:20	MERC 1 Vista A, 32nd Fl	Intro to NPL Pre-Day from NPL Track Chairs N.Binz, A.Von Reinhart #501 Grand D, Lobby Level	Balboa AB, 2nd fl
7:20 – 8:00		<p><b>Leadership Dev 440</b></p> <p>How to Implement Innovations and Lead Through Change E.Steinberg #89</p> <p>Being the Bad Guy: Navigating the Transition to New Residency Leadership G.Comp, S.Dyer #99</p> <p>Don't Be "That Guy" J.Kellar #120</p> <p>Expanding Emotional Intelligence in EM M.Gillespie #188</p> <p>"Getting Things Done" for the Program Director (and APD) S.London #257</p> <p>How to Get to YES — Negotiating for Your Residency Needs M.Moreira #168</p>	
8:00 – 8:25			
8:25 – 8:50			
8:50 – 9:00			
9:00 – 11:00		<p><b>Program Development</b></p> <p>Building a Mission Driven Residency M.Stull #184</p> <p>Is your Program on the Right (Scholarly) Track? G.Carmelli, A.Sheng #101</p> <p>The Art of the Soft-Skills Workshop D.Carlborg, E.Pontius #68</p> <p>Carrots and Sticks: How to Boost Your Program's ITE Scores B.Todd #34</p>	
11:00 – 11:10			
11:10 – 12:00		<p><b>Research Basics</b></p> <p>From the Ground Up: Cultivating Scholarship in a New Program M.Kulkarni, M.McLean #203</p> <p>Statistics from the School of Hard Knocks M.Hysell #182</p>	
12:00 – 1:00	LUNCH ON OWN	LUNCH ON OWN	LUNCH ON OWN
1:00 – 2:50	MERC 2 Vista A, 32nd Fl	<p><b>Preparing for the Unexpected</b></p> <p>Building a Family Friendly Residency: Parental Leave and Pregnancy Schedule J.Willis, S.Frisch #106</p> <p>Creating a Crisis Protocol for Your Residency S.Akhtar #240</p> <p>What Doesn't Kill You Makes You Stronger? Rethinking Wellness After a Pandemic K.Barringer, K.Graff, E.Binstadt #141</p>	
2:50 – 3:00			
3:00 – 3:50		<p><b>Remediation 340</b></p> <p>The Resident Experience of Substance Abuse T.Taira, N.Rifenbark, D.McGee, J.Shoenberger #271</p>	
3:50 – 4:30		<p><b>Remediation 340</b></p> <p>New to Remediation Territory? We Have a Map for You! K.Williamson, C.Lefebvre #227</p> <p>Rebranding Remediation H.Mishkin, T.Murano #102</p> <p>Remediation and the Law: My Learner is Struggling...Should I Worry About Legal Action Too? C.Lefebvre, L.MacConaghy #55</p>	
4:30 – 5:00		NPL Networking Session	

# Day One • Sunday, March 27, 2022

	BP	CDEM	NAW	EMARC	Resident	1st Up / CPC	MERC	
7:00 – 8:00			Breakfast Seaport DE, 2nd fl					
8:00 – 8:20	<p>Welcome from President &amp; Conference Chairs T.Murano, President; L.Oyama, R.Bavolek Grand ABC, lobby level</p>							
8:20 – 8:30	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>		
8:30 – 9:00	<p><b>BP Feedback &amp; Assessment 560</b> Milestones 2.0 T.Perera, M.Jones #275</p> <p><b>The Right Ingredients</b> W.Dixon #283</p> <p><b>Test Dev for Spaced Repetition</b> E.Shappell, Y.Park #88</p> <p><b>Assessment Fatigue</b> J.Geers, L.Hopson #116</p> <p><b>Unbiased Evaluations</b> C.Angerhofer, J.Ward-Gaines #62 Grand ABC, lobby level</p>	<p><b>Different Career Pathways Available in the Medical School</b> S.Smith, S.Patel #267 Seaport AB, 2nd fl</p>	<p><b>Active Learning Environments</b> T.Taylor #279 Grand D, lobby level</p> <p><b>How Do I Work This?: Training your Best Educators to Teach Remotely</b> A.Mastanduno #211 Grand D, lobby level</p>	<p><b>Introduction to EMARC and AA</b> J.Cassidy #299 Seaport FG, 2nd fl</p> <p><b>Communication with Residents: What's hAPPening with Gen Z?</b> C.Commissaris, R.Kellum #51 Seaport FG, 2nd fl</p>	<p><b>BREAK</b></p> <p><b>Fellowship or Bust</b> A.Beaulieu, D.Haldar #70 Seaport C, 2nd fl</p>	<p><b>BREAK</b></p> <p><b>First Up! New Speaker Competition</b> GROUP A La Jolla AB, 2nd fl</p>		
9:00 – 9:25	<p><b>BP Recruitment 550</b> Building the Foundation for a Diverse Physician Workforce E.Lee, J.Kurbedin #22</p> <p><b>Step 1 is Dead: What's Next?</b> B.Schnapp #33</p> <p><b>Anticipated Improvements to the Residency Application Process, (from the Application Process Improvement Cmte)</b> A.Pelletier-Bui, M.Camejo #7</p> <p><b>Identity Based Virtual Chat Series</b> E.Porter, E.Hsiang #96</p> <p><b>Don't Forget to Signal: An Intro to Preference Signaling for EM</b> E.Werley, A.Pelletier-Bui #79 Grand ABC, lobby level</p>	<p><b>You're the Clerkship Director – But What Exactly Do You Do?</b> E.Blazar, B.Barbas, #83 Seaport AB, 2nd fl</p>	<p><b>**WORKSHOP**</b> <b>Congratulations, You're a Simulationist! Now What?!</b> K.Sokol, T.Moadel, J.Noelker, A.Vempati #152 <b>limited 50 max</b> Grand D, lobby level</p>	<p><b>Small Groups by Region, Icebreakers, Create List of Topics for Future Discussion on Day 2</b> J.Cassidy #300 Seaport FG, 2nd fl</p>	<p><b>(Not)Your Grandmother's Persuasion</b> D.Carlborg #66 Seaport C, 2nd fl</p>	<p><b>First Up! New Speaker Competition</b> GROUP B La Jolla AB, 2nd fl</p>		
9:25 – 9:50								
9:50 – 10:15								
10:15 – 10:20	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>		
10:20 – 10:45	<p><b>What is my DIO Thinking???</b> *An Interactive Panel* C.Tibbles, A.Perron, J.Schneider #54 Grand ABC, lobby level</p>	<p><b>Stacking the Mentorship Deck! Incorporate a Student Mentorship Program into Your EM Clerkship Today!</b> E.Lee, J.Kurbedin #86 Seaport AB, 2nd fl</p>	<p><b>What is my DIO Thinking???</b> *An Interactive Panel* C.Tibbles, A.Perron, J.Schneider #54 <b>(Join BP Track)</b> Grand D, lobby level</p> <p><b>Holistic Review Panel</b> <b>A Practical Guide to Incorporate Holistic Review in Your Recruitment</b> J.Hassel, J.Schlechter #105 <b>(Join BP Track)</b> Grand D, lobby level</p>	<p><b>Educational Impact of COVID-19 on Program Administration</b> P.Mulligan, L.Shaw #221 Seaport FG, 2nd fl</p>	<p><b>BREAK</b></p> <p><b>How to Survive Your First 5 Years Out</b> C.Shenvi, N.Binz #60 Seaport C, 2nd fl</p> <p><b>Resident as Teacher</b> D.Haldar #136 Seaport C, 2nd fl</p>	<p><b>BREAK</b></p> <p><b>First Up! New Speaker Competition</b> GROUP C La Jolla AB, 2nd fl</p>		
10:45 – 11:10	<p><b>Holistic Review Panel: A Practical Guide to Incorporate Holistic Review in Your Recruitment</b> J.Hassel, J.Schlechter #105 Grand ABC, lobby level</p>	<p><b>Developing Your Dream Team: Supporting Junior Faculty in the EM Clerkship</b> M.Olat #174 Seaport AB, 2nd fl</p>						
11:10 – 12:10	<p><b>KEYNOTE</b> "Understanding Generational Differences: Improving Teaching and Training in Academic Medicine" Dr. Jean Twenge Grand ABC, lobby level</p>							
12:10 – 1:30								

LUNCH — Use your gift cards!

CPC — DAY 1

- Balboa A, 2nd fl
- Balboa B, 2nd fl
- Balboa C, 2nd fl
- Gaslamp A, 2nd fl
- Gaslamp B, 2nd fl
- Gaslamp C, 2nd fl

1:00 – 1:30	<p><b>BP Conference 450</b>  <b>Good Saves</b>                  L.Bralow, S.Leuchten #156</p> <p><b>Slaying the Zoom Zombie</b>                  E.Pott, K.Schwartz #81</p> <p><b>Creating Separate PGY Conf Tracks</b>                  B.Azan #29</p> <p><b>Shake Things Up...Go LOW Tech</b>                  C.Molins, C.Martinez Martinez #50                  Grand ABC, lobby level</p>	<p><b>CDEM 350</b>  <b>PRIME-ED for Success: Developing a Core Faculty for the EM Clerkship</b>                  E.Bridges #76</p> <p><b>Strategies to Help an Orphaned Student Feel at Home</b>                  P.Beyer #223</p> <p><b>Teaching Shifts to Meet Direct Observation of Students Requirement</b>                  S.Patel, J.Klein #270                  Seaport AB, 2nd fl</p>	<p><b>How to Lead an Effective Meeting</b>                  M.Moreira #245                  Grand D, lobby level</p> <p><b>Beyond Cultural Competence: An Intro of Cultural Humility</b>                  E.Romo #92                  Grand D, lobby level</p>	<p><b>Covid &amp; Remote Work Debrief- Lessons Learned and Problems to Solve ("New" and Experienced Coordinators)</b>                  J.Cassidy #301                  Seaport FB, 2nd fl</p>	<p><b>Team of Champions: Creating Your Own Personal Board of Directors</b>                  N.Zapolsky, S.Frisch #212                  Seaport C, 2nd fl</p> <p><b>**WORKSHOP**                  CV and Cover Letter</b>                  J.Kilpatrick, A.Beaulieu, K.Miller #315                  Seaport C, 2nd fl</p>	<p>Balboa A, 2nd fl</p> <p>Balboa B, 2nd fl</p> <p>Balboa C, 2nd fl</p> <p>Gaslamp A, 2nd fl</p> <p>Gaslamp B, 2nd fl</p> <p>Gaslamp C, 2nd fl</p>	
2:00 – 2:20	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>		
2:20 – 2:30	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>		
2:30 – 3:00	<p><b>Nontraditional Didactics &amp; Gaming 330</b>  <b>Resuscitating Faculty's Didactics for Modern Learners</b>                  K.Schwartz, L.Oyama #153</p> <p><b>Design Escape Rooms: Tabletop to Sim Ctr</b>                  M.Nguyen, N.Elliott #198</p> <p><b>Gamification Feng Shui</b>                  C.Martinez Martinez, C.Molins #42                  Grand ABC, lobby level</p>	<p><b>DEI</b>  <b>Implicit Bias Is Affecting Your Learners: What You Don't Know Can Hurt Them</b>                  M.McClean, M.Kulkarni, L.Campbell #180                  Seaport AB, 2nd fl</p>	<p><b>How to Give a Killer Talk</b>                  C.Shenvi #59                  Grand D, lobby level</p>	<p><b>DEI</b>  <b>Implicit Bias Is Affecting Your Learners: What You Don't Know Can Hurt Them</b>                  M.McClean, M.Kulkarni, L.Campbell #180                  (Join CDEM Track)                  Seaport AB, 2nd fl</p>	<p><b>DEI</b>  <b>How to Mentor Junior Residents</b>                  J.Werner #124                  Seaport C, 2nd fl</p>		
3:00 – 3:20	<p><b>BP Curriculum 450</b>  <b>Diversification and Indiv of Curriculum via Selectives</b>                  R.Church, V.Patel #232</p> <p><b>Resident Led Peer Review</b>                  N.Joboun, J.Cueva #215</p> <p><b>Teaching Residents How to Teach</b>                  A.Pelletier-Bui, S.Patel #10</p> <p><b>AMPED: Advanced Mental Performance in the ED</b>                  K.Williamson, E.Lovell #143                  Grand ABC, lobby level</p>	<p><b>DEI</b>  <b>Illuminating the Closet: Mentoring &amp; Advising Lesbian, Gay, Bisexual, and Transgender learners</b>                  J.Moll, M.Lali, E.Blum #125                  Seaport AB, 2nd fl</p>	<p><b>On Air Podcasting</b>                  K.Baumbach, M.Dillon, R.Raghavan, K.Joyce, S.Sanghvi #150                  Grand D, lobby level</p>	<p><b>DEI</b>  <b>Illuminating the Closet: Mentoring &amp; Advising Lesbian, Gay, Bisexual, and Transgender learners</b>                  J.Moll, M.Lali, E.Blum #125                  (Join CDEM Track)                  Seaport AB, 2nd fl</p>	<p><b>Escape Boring Conference: How to Create an Education Escape Room</b>                  C.Astemborski, J.Smart #47                  Seaport C, 2nd fl</p>	<p><b>BREAK</b></p>	
3:20 – 3:50	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>		
3:50 – 4:00	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>		
4:00 – 4:30	<p><b>MedEd Scholar</b>  <b>Making What You Are Already Doing into Scholarship</b>                  T.Chan #289                  Grand ABC, lobby level</p>	<p><b>DEI</b>  <b>Developing a Pipeline Program in the Emergency Department for URM Students</b>                  N.Anaya, J.Graterol #208                  Seaport AB, 2nd fl</p> <p><b>DEI</b>  <b>Blueprint for a Medical Student Summer Diversity Program</b>                  D.Duong, S.Alalade, J.Jefferson #69                  Seaport AB, 2nd fl</p>	<p><b>MedTech</b>  <b>Be Your Own iMovie Producer</b>                  N.Musica #217                  Grand D, lobby level</p> <p><b>MedTech</b>  <b>How Digital Scholarship Fits in the Promotions and Tenure Process</b>                  Z.Repanshek, J.Khadpe, A.Husain, E.Brumfield #287                  Grand D, lobby level</p>	<p><b>**WORKSHOP**                  Smoke and Mirrors — One Sided Communication</b>                  M.Moreira, S.Ahktar #169                  Seaport FB, 2nd fl</p>	<p><b>Beyond Advanced, a Panel on Next level Didactic Skills</b>                  A.Grock, J.Mason, G.Carmelli, J.Casey #16                  Seaport C, 2nd fl</p>	<p>Balboa A, 2nd fl</p> <p>Balboa B, 2nd fl</p> <p>Balboa C, 2nd fl</p> <p>Gaslamp A, 2nd fl</p> <p>Gaslamp B, 2nd fl</p> <p>Gaslamp C, 2nd fl</p>	
4:30 – 5:00	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>		
5:00 – 6:00	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>		
6:00 – 8:00	<p>Opening Reception</p>					<p><b>BREAK</b></p>	

# Day Two • Monday, March 28, 2022

	BP	CDEM	NAW	EMARC	Chief Resident	CPC
7:00 – 8:00		Breakfast Seaport DE, 2nd fl			How to Get Involved with CORD T. Murano, M Weizberg La Jolla AB, 2nd fl	Breakfast Seaport DE, 2nd fl
8:00 – 8:30	<p><b>SIM &amp; Proc Skills 330</b> SIM to Improve Residency Efficiency A. Walker, T. Macintosh #27</p> <p>Integrating Augmented Reality into Core Cntrl Line Trng E. Heine, S. Baker #90</p> <p>Clinical Event Debriefing K. Schertzer, J. Noelker #151 Grand ABC, lobby level</p>	<p>EM Medical Student Research Rotations — How to make it meaningful! E. Simon, K. Drogeil #91 Seaport AB, 2nd fl</p>	<p>Peer Magic 8 Ball: Promoting Scholarship in Mastermind Groups J. Kurbedin, J. Cueva #111 Grand D, lobby level</p>	<p>Problems and Solutions Discussion J. Cassidy #303 Seaport FG, 2nd fl</p>	<p>Overcoming Zoom Fatigue: Strategies for Mastering Virtual Didactics S. Natesan #265 Seaport C, 2nd fl</p>	<p>CPC — DAY 2 Balboa A, 2nd fl Balboa B, 2nd fl Balboa C, 2nd fl Gaslamp A, 2nd fl Gaslamp B, 2nd fl Gaslamp C, 2nd fl</p>
8:30 – 9:00	<p><b>Remediation 330</b> Five Steps to Identify Deficiencies in the Undifferentiated Struggling Clinical Learner M. Ehmman, L. Regan #196</p> <p>Remember the “ME” in Remediation K. Williamson, M. Lall #144</p> <p>Pro Tips for Professionalism Problems H. Joliff, J. Casey #103 Grand ABC, lobby level</p>	<p><b>Curric 230</b> Redefining Boundaries: Broadening the EM Clerkship Horizon to Incorporate Health System Science M. Olaf #177</p> <p>REORIENTATION: Introducing Interns to Local Social Determinants of Health and Care Ecosystems L. Oostrom-Shah #157 Seaport AB, 2nd fl</p>	<p>Leading and Teaming in Education Scholarship: The Art of Fostering Successful Collaborations Panel J. Jordan, T. Chan, S. Natesan #104 Grand D, lobby level</p>		<p>Passing the Baton A. Chung, D. Grossman #75 Seaport C, 2nd fl</p>	
9:00 – 9:20	<p><b>DEL &amp; Disparities Curric 450</b> Systematic Processes for De-Biasing Recruitment W. Sungar, C. Angerhofer #282</p> <p>Creating Equitable Curriculum R. Daniel #235</p> <p>Creating Change Through an Intern JEDI Book Club A. Alexander #15</p> <p>DIY DEI: First Year Challenges Winfield #25 Grand ABC, lobby level</p>	<p><b>MedTech 550</b> Holes in FOAM A. Grock, J. Khadpe #18</p> <p>Avoiding Death by Powerpoint C. Astemborski #46</p> <p>Who Says Efficiency Can't Be Taught? E. Blazar, G. Carmelli #82</p> <p>Precision Focus J. Kanapicki Comer #117</p> <p>Residents as Educators — A “Teaching Toolbox” P. Benz #222 Seaport AB, 2nd fl</p>	<p><b>MedED Scholar</b> Get Framed — Conceptual Frameworks and Why They are Essential for Your Next Project H. Caretta, B. Schnapp #290 Grand D, lobby level</p> <p><b>MedED Scholar</b> So it's Not Destined for the New England Journal: Venues for Your Education Scholarship K. Shah #291 Grand D, lobby level</p>	<p>Resilience Training for the Program Coordinator S. Akhtar, S. Greenberger #249 Seaport FG, 2nd fl</p>	<p>Becoming the Supervisor A. Beaulieu, S. Li-Sauerwine, L. Willoughby #11 Seaport C, 2nd fl</p>	
9:20 – 9:50						
9:50 – 10:00	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
10:00 – 10:25	<p><b>Faculty Development 325</b> Academic Value Units S. Mody, A. Chung #259</p> <p>Building Support Structures for Core Faculty M. Evans, A. Chung #200</p>	<p>Teaching Trauma-informed Care (TIC) to Trainees: Curricular Content and Context T. Brown #272 Seaport AB, 2nd fl</p>	<p><b>MedED Scholar</b> Maintaining Momentum From Start to Finish — How to get Projects Published! A. Landry, S. Natesan, E. Schappell #292 Grand D, lobby level</p>	<p><b>Building Your Network</b> Building Relationships and Working with GME Coordinators at Your Institution J. Cassidy #304 Seaport FG, 2nd fl</p>	<p>Work-Life Balance A. Alvarez, J. Kanapicki Comer #3 Seaport C, 2nd fl</p>	



10:25 – 10:50	<p><b>Motivating Faculty Development at Your Institution</b> R.Merrill, E.Simon #231 <b>Grand ABC, lobby level</b></p> <p><b>Resident Dying By Suicide — The Iowa Experience</b> M.Takacs, L.Swisher, B.Fitzgerald, L.Clemson #199 <b>Grand ABC, lobby level</b></p>	<p><b>EM Clerkship Grading Committees: A Solution for an Age-old Problem?</b> M.Thompson, M.Rivera #195 <b>Seaport AB, 2nd fl</b></p>	<p><b>Leveraging the Lawsuit: What to Do if you get Sued and How to Not Let it Overwhelm You</b> C.Sorenson #41 <b>Grand D, lobby level</b></p>	<p><b>Topical Small Groups From Day 1 List Generation</b> J.Cassidy #305 <b>Seaport FG, 2nd fl</b></p>	<p><b>How to Kick Butt at Middle Management</b> B.Schnapp #32 <b>Seaport C, 2nd fl</b></p>				
10:50 – 11:00	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>	<p><b>BREAK</b></p>				
11:00 – 12:00	<p><b>Living Well/Combating Burnout 460</b> <b>The Connection Between Burnout &amp; Resident Health</b> K.Williamson, E.Lovell #145</p> <p><b>Innovative Ways to Improve Resident Wellness</b> S.Hicks, C.Khoury #258</p> <p><b>Implementing Wellness Days into Your Program</b> S.Akhtar #246</p> <p><b>Starting a "Well-ective" in Your Program</b> L.Swisher #234 <b>Grand ABC, lobby level</b></p>	<p><b>CDEM Curriculum 660</b> <b>Harm Reduction for PWID During EM Clerkship</b> S.Haywood, S.Chavez #268</p> <p><b>Looking in the MIRROR- Patient Shadowing and Structured Reflection for M4 Clerkship Students</b> S.Corbo #253</p> <p><b>Beyond the Ivory Tower: Creating a Community EM Subspecialty Elective for Fourth Year Students</b> M.Wilbanks, M.Knych #204</p> <p><b>Let's Put an End to "the Doctor-Nurse Game"</b> A.Doodlesack, N.Dubosh #14</p> <p><b>Curricular Innovations in Simulation: Lessons Learned from the COVID-19 Pandemic</b> T.Moadel, N.Nadir #278</p> <p><b>Virtual Clerkship Didactics: Best Practices and Lessons Learned</b> N.Sekhon #137 <b>Seaport AB, 2nd fl</b></p>	<p><b>Chief Resident Speed Dating</b> A.Beaulieu, D.Haidar #12 <b>Seaport C, 2nd fl</b></p>						
12:00 – 1:30	<p><b>THE BEST OF INNOVATION ABSTRACTS 2022</b> B. Kane, N. Hartman <b>Grand ABC, lobby level</b></p>								
1:30 – 5:00	<p><b>Free Afternoon</b></p>								
5:00 – 6:30	<p><b>Moderated Posters</b> B. Kane, N. Hartman <b>Seaport DE, 2nd fl</b></p>								
6:30 – 7:30	<p><b>AWARDS PRESENTATION — WINE &amp; CHEESE</b> <b>CORD Awards, CPC &amp; First UP</b> <b>Seaport DE, 2nd fl</b></p>								
8:00 – 10:00	<p><b>Airway Stories</b> <b>Seaport H, 2nd fl</b></p>								

Day Three • Tuesday, March 29, 2022

	BP	CDEM	NAW	EMARC	MedTech Workshops DIY Procedures
7:00 – 8:00			Breakfast Seaport DE, 2nd fl		
8:00 – 8:25	<p><b>Admin &amp; Crisis Mgmt 550</b> Rolling with ALL the Punches — Keeping the Team Moving Forward through Simultaneous Crises A.Osborne, B.Wallace #115</p> <p><b>Own Your Scheduling Metrics</b> E.Shappell, D.Egan #87</p> <p><b>Shift Length in Residency Training</b> J.Willis, S.Frisch #107</p> <p><b>#TeamChief: Engaging Your Senior Class</b> C.Wills, D.Duong #57</p> <p><b>How to Start a Specialty Track at Your Program</b> G.Comp #98 Grand ABC, lobby level</p>	<p><b>Recruitment</b> Forget the SLOEpedo, where did all the water go? Advising medical students in light of the EM Workforce Report M.Olaf, C.Schrepel, M.Pasirstein, S.Chandra #175 Seaport AB, 2nd fl</p>	<p>The ART of Negotiation — How to Get What You Want M.Moreira #70 Grand D, lobby level</p>	<p>Data, Metrics, and Dashboards: Organizing Info to Make Your Job Easier J.Cassidy #306 Seaport FG, 2nd fl</p>	<p><b>**WORKSHOP**</b> Hands-On Learning They'll Never Forget: Building An Amazing Cadaver Lab D.Carlberg, J.Palmer #67 Seaport C, 2nd fl</p>
8:25 – 8:50			<p><b>Un-busy Yourself: Practical Strategies to Manage Your Time Better</b> C.Shenvi #61 Grand D, lobby level</p>		<p><b>**WORKSHOP**</b> iMovie Producers Hands On Lab N.Musisca, A.Knopov, A.Matson #313 (limit 25 participants sign up in advance) Seaport C, 2nd fl</p>
8:50 – 9:00			BREAK		
9:00 – 9:50	<p><b>CORD Business Mtg</b> Grand ABC, lobby level</p> <p><b>Abstract Award Winners</b></p>	<p><b>Clerkship Counseling Conundrums: Advising Med Students Applying in EM</b> N.Dubosh, J.Jung, D.Frazen #219 Seaport AB, 2nd fl</p>	<p><b>Navigating Parental Leave as Residency Leadership</b> S.Mody, S.Bogoch, J.Cueva, N.Zapolsky #261 Grand D, lobby level</p>	<p><b>CORD Business Mtg</b> Grand ABC, lobby level (Join BP Track)</p>	
9:50 – 10:00			BREAK		
10:00 – 10:50		<p><b>Vioopedoes: When SLOEs Go Viral</b> L.Luffy-Clayton, A.Kellogg, S.Dubbs #160 Seaport AB, 2nd fl</p>	<p><b>Feedback Under Fire: An Evidence-Based Guide on How to be a More Effective Teacher in the ED</b> S.Natesan, K.Gore #197 Grand D, lobby level</p>		
10:50 – 11:00			BREAK		
11:00 – 12:00	<p><b>RRC</b> Grand ABC, lobby level</p>	<p><b>Student Perspectives on Changes to the Residency Application Process</b> M.Camejo, L.Smith #191</p> <p><b>EMATCH: Can a Reassurance Tool Change Applicant Behavior?</b> L.Luffy-Clayton #159 Seaport AB, 2nd fl</p>	<p><b>Inbox Zero or Inbox Zen?</b> A.Chung, A.Alvarez, N.Battaglioli #24 Grand D, lobby level</p>	<p><b>RRC</b> Grand ABC, lobby level (Join BP Track)</p>	
11:25 – 11:50			BREAK		
11:50 – 12:00			BREAK		
12:00 – 1:30			LUNCH — Use your gift cards!		
1:30 – 2:00	<p><b>MedTech Social Media &amp; Recruitment: IG Edition</b> D.Haidar, S.Stringer, K.Ritter #71</p> <p><b>Virtually Board Certified</b> F.Rudolf, K.Schwartz #97</p>	<p><b>Recruitment</b> Exploring Innovations in the Residency Application Process, on Behalf of APIC PANEL A.Pelletier-Bui, L.Smith, E.Werley, B.Schnapp, M.Camejo #8 Seaport AB, 2nd fl</p>	<p><b>DEI</b> How to Approach Microaggressions and Racism on a Clinical Shift <b>*SMALL GROUP ROUND TABLES*</b> J.Druck, J.Ward-Gaines, G.Sungar, C.Angerhofer #114 Grand D, lobby level</p>	<p><b>Small Group Share — Bring a tool to share</b> J.Cassidy #307 Seaport FG, 2nd fl</p>	<p><b>MedTech EXHIBIT</b> Keep An Eye Out! Lateral Canthotomy Trainer B.Parva, J.Gunalda #31</p> <p><b>SIM Cricothyrotomy Model</b> J. Schneider #126</p>

<p><b>Serious Fun: How to Create a POCUS Escape Room</b> M. Supino, L. PoSaw, K. Medwid #179 Grand ABC, lobby level</p>			<p><b>Tofu Peripheral IV trainer</b> M. Yu. #194</p> <p><b>DIY Knee Aspirator</b> S. Garrett, T. Young #263</p> <p><b>SHREC</b> T. Young #310</p> <p><b>Foot Foreign Body</b> P. Bitange #311</p> <p><b>DIY Femoral Nerve Block Trainer</b> C. McGillicuddy #312 Seaport C, 2nd fl</p>
2:20 – 2:30	<p><b>BREAK</b></p>		<p><b>**Workshop** MedTech</b> <b>Podcasting</b> K. Bambach, R. Raghavan, M. Dillon, S. Sanghvi, A. Little #314 Seaport C, 2nd fl</p>
2:30 – 3:20	<p><b>Gender Equality Panels</b> <b>#HeForShe, #SheForShe, and #UsForShe: Best Practices to Advocate for Gender Equity in Emergency Medicine</b> A. Mannix, M. Parsons, A. Alvarez #6 Grand ABC, lobby level</p>	<p><b>CDEM 450 Recruitment</b> <b>Developing Internal Validation in Residency</b> R. Sorge #230 <b>eSLOE 2.0: The Worldwide Release!</b> C. Hegarty, S. Bord #65</p> <p><b>Residency Selection Factors and the Interview Process</b> N. Mandelis #216</p> <p><b>Ensuring a Safe Place: Supporting Diverse Residents</b> E. Romo #93 Seaport AB, 2nd fl</p>	<p><b>DEI</b> <b>Sticks and Stones: Microaggressions in the Electronic Health Record</b> Y. Nassef, M. McLean, E. Ou #285 Grand D, lobby level</p>
3:20 – 3:45	<p><b>Communication</b> <b>“Are You Effective? Well, Are You Teachable?” Dynamics of the Resident-Attending Relationship</b> C. Burk, X. Li #58 Grand ABC, lobby level</p>	<p><b>Stomping out Mistreatment and Improving the Learning Environment</b> N. Sekhon, S. Bezek, A. Adesina #213 Seaport AB, 2nd fl</p>	<p><b>Imposter Syndrome or Do I Just Suck?</b> V. Bryant #280 Grand D, lobby level</p>
3:45 – 3:50	<p><b>BREAK</b></p>		<p><b>MedTech</b> <b>Conference CPR: Serious Gaming</b> P. Mukherji, T. Perera #229 Seaport C, 2nd fl</p>
3:50 – 4:20	<p><b>Leadership</b> <b>Long Term Survivor — What are the Secrets to Program Director Longevity?</b> T. Perera, T. Gaeta #274 Grand ABC, lobby level</p>	<p><b>MedEd Scholar</b> <b>The Nuts and Bolts of MedEd Scholarship</b> J. Jordan, L. Yarris #293 Seaport AB, 2nd fl</p>	<p><b>Dealing with Disappointment: Picking up the Pieces when Things go Wrong</b> M. Kulkarni, M. McLean #202 Grand D, lobby level</p>
4:20 – 5:00	<p><b>Mentorship 440</b> <b>Coaching Shifts</b> C. Brown, S. Stringer #56</p> <p><b>Attending Life Skills 101</b> K. Bathara, L. Bright #132</p> <p><b>Hands on Approach to Assisting the Resident Job Search</b> S. Parikh, S. Wood #255</p> <p><b>Resident Support with Career Development &amp; Job Hunt</b> S. Frisch, N. Zapolsky #266 Grand ABC, lobby level</p>	<p><b>MedEd Scholar</b> <b>The Manuscript Write of Passage — How to Overcome Writer’s Block and Write an Amazing Manuscript</b> T. Chan #294 Seaport AB, 2nd fl</p>	<p><b>Everybody Wins! How Accountability Buddies Help Everyone Reach Their Goals</b> J. Cueva, N. Zapolsky #129 Grand D, lobby level</p>
			<p><b>BREAK</b></p> <p><b>**Workshop** Gamification</b> A. Beaulieu, S. Li-Sauerwine, A. Kendle #19 Seaport C, 2nd fl</p>

# Day Four • Wednesday, March 30, 2022

		NAW
	CDEM	
	BP	
7:00 – 8:00	Breakfast Grand D, lobby level	
8:00 – 9:30	Best of Research Abstracts of 2022 B. Kane, N. Hartman Grand ABC, lobby level	
9:30 – 10:30	Life After PD Panel M.Weizberg, J.Shoenberger, W.Carter, M.Houghney, S.Hayden #206 Grand ABC, lobby level	
10:30 – 12:00	PD Survival Stories C.Price, B.Bausano Grand ABC, lobby level	

# San Diego Committee Meetings

## SUNDAY, MARCH 27

### 12:15 – 1:15 PM

CORD Education Committee . . . . . Old Town A, 2nd floor  
 COVID Educational Impact Task Force . . . . . Skyline, 32nd floor

### 5:00 – 6:00 PM

Remediation Committee . . . . . Old Town A, 2nd floor

## MONDAY, MARCH 28

### 7:00 – 8:00 AM

Advising Students Committee in EM (ASC-EM) . . . . . Old Town A, 2nd floor  
 Bylaws Committee . . . . . Old Town B, 2nd floor

### 12:00 – 1:00 PM

CORD Academy for Scholarship . . . . . Old Town A, 2nd floor  
 DEI Committee . . . . . Old Town B, 2nd floor

### 1:00 – 2:00 PM

Med Ed Fellowship Community of Practice . . . . . Old Town A, 2nd floor  
 Simulation Community of Practice . . . . . Old Town B, 2nd floor

### 2:00 – 3:00 PM

County Committee . . . . . Old Town A, 2nd floor

### 3:00 – 4:00 PM

Social Media/Digital Scholarship Committee . . . . . Old Town A, 2nd floor

## TUESDAY, MARCH 29

### 7:00 – 8:00 AM

Application Process Improvement Committee . . . . . Old Town A, 2nd floor  
 4-Year Community of Practice . . . . . Old Town B, 2nd floor  
 Resilience Committee . . . . . Cuyamaca Peak,  
 33rd floor

### 12:15 – 1:15 PM

2023 Planning Committee . . . . . Old Town A, 2nd floor

### 3:00 – 4:00 PM

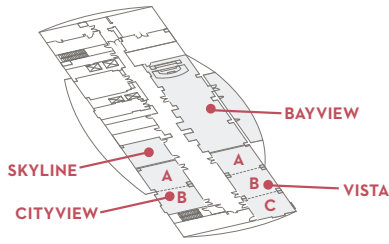
NoRPHIn — No Residency Program at  
 Home Institution Meeting . . . . . Gaslamp D, 2nd floor

### 5:00 – 6:00 PM

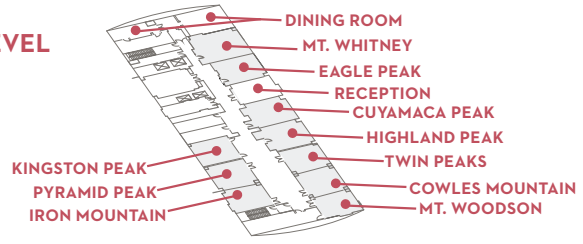
Conference/Track Chairs Debrief Meeting . . . . . Old Town A, 2nd floor

# FLOOR PLAN — ALL FLOORS

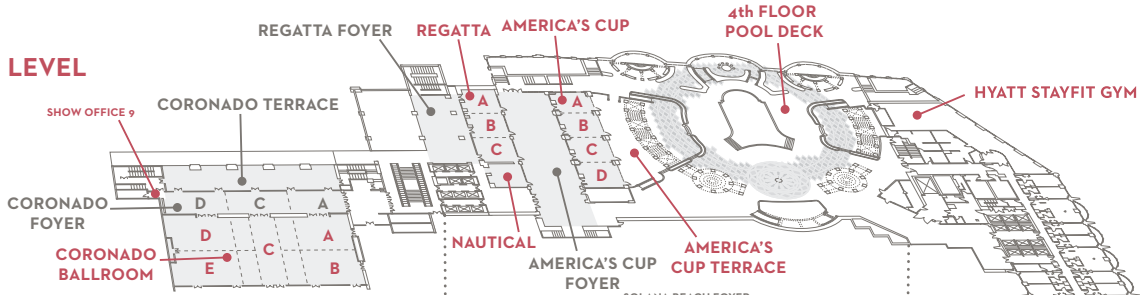
## 32<sup>ND</sup> LEVEL



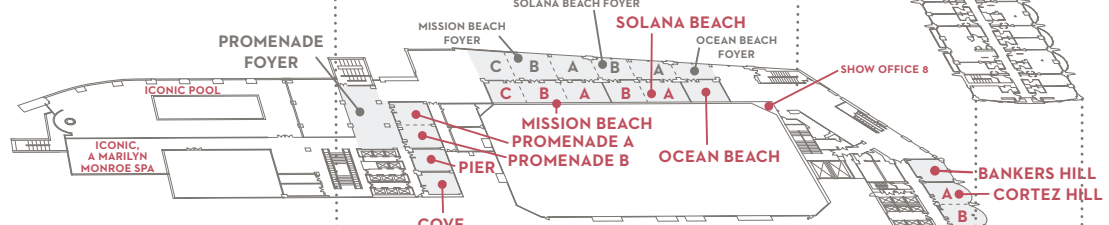
## 33<sup>RD</sup> LEVEL



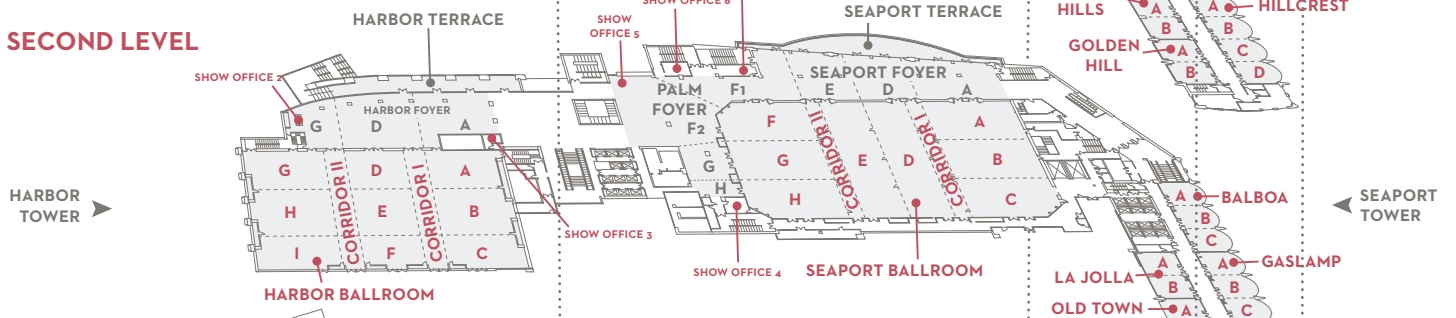
## FOURTH LEVEL



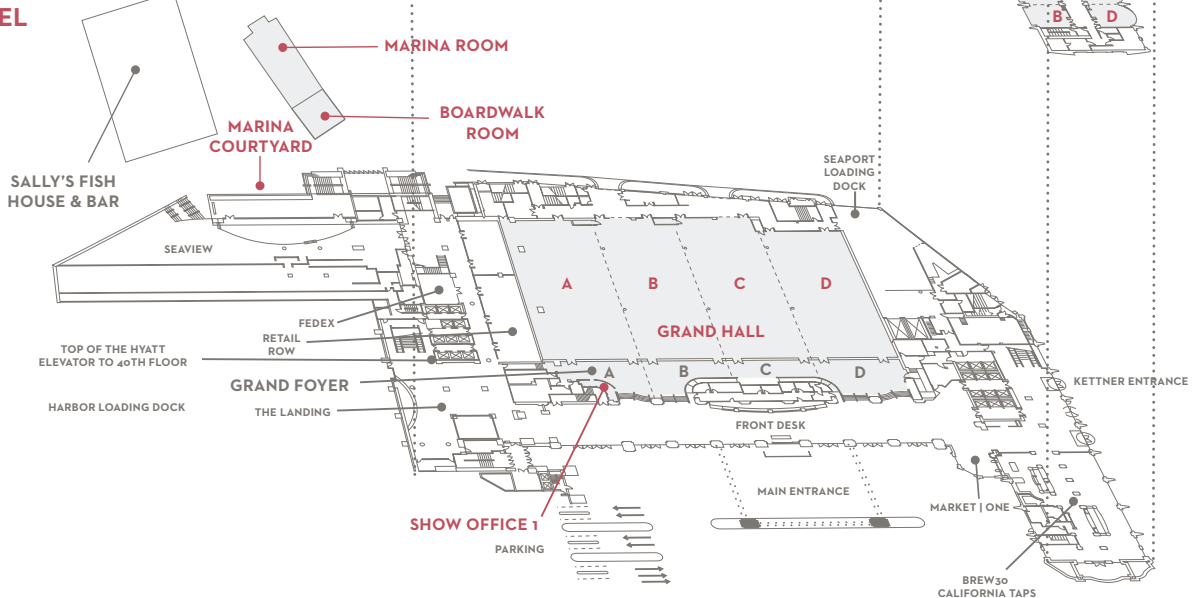
## THIRD LEVEL



## SECOND LEVEL



## LOBBY LEVEL





**TRAINING THE FRONT LINES:**

# **SUBSTANCE USE DISORDER EDUCATION FOR EM RESIDENTS**

**A collaboration between ACEP, ABEM, CORD, and EMRA has led to developing a curriculum for emergency medicine residency programs. This curriculum aims to teach residents about SUD disease processes and evidence-based treatment options, reduce stigma, and empower emergency physicians to engage patients in treatment actively.**

**Available now at [CORDEM.ORG](http://CORDEM.ORG)!**

Funding for this initiative was made possible (in part) by grant no. 1H79FG000021-01 from SAMHSA. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

# ZEN DEN

Available from  
Sunrise to  
Sundown daily.

Sat, 3/26 – Wed, 3/30  
6am – 6pm  
Pyramid Peak, 33rd fl

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

CORD Academic Assembly

## Mother's Room



Iron Mountain, 33rd fl

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

Presented by



**Pre-Day  
Saturday, March 26, 2022**

**MERC**

**7:00 AM-12:00 PM**

**MERC 1: Formulating Research Questions and Designing Studies**

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

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

**7:00 AM-12:00 PM**

**MERC 2: Searching and Evaluating the Medical Education Literature**

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

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

**Residency Administration Fellowship**

**7:00 AM-5:00 PM**

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

**New Programs & Leaders**

**7:00 AM-7:20 AM**

**Intro to NPL Pre-Day from NPL Track Chairs**

*Faculty: Nikki Binz; Anna Von Reinhart*

**7:20 AM-8:00 AM**

**Leadership Dev 440: How to Implement Innovations and Lead Through Change**

*Faculty: Eric Steinberg*

New leader in a new shop? Implementing innovative ideas and managing change in unfamiliar territory will be no easy task. The speaker will share theory, experience (mistakes!), and perspective as a new leader who recently began his position as Program Director

**7:20 AM-8:00 AM**

**Leadership Dev 440: Being the Bad Guy: Navigating the Transition to New Residency Leadership**

*Faculty: Geoff Comp; Sean Dyer*

It can sometimes be a hard perspective transition from being a co-resident or general faculty to new program leadership. Part of this responsibility includes having to navigate challenging and sometimes uncomfortable supervisory interactions with residents. If performed well, this transition can build confidence and help coach residents in a positive way, rather than causing frustration and discomfort. Through this session, the teaching team will discuss how to develop the mindset of program leadership, and how to approach difficult conversations. We will outline typical challenges with these

interactions and share a couple of personal experiences that maybe could have gone a little better when we were first starting out. We are so excited for the opportunity to share this topic with Academic assembly attendees! Thank you for your consideration!

**7:20 AM-8:00 AM**

**Leadership Dev 440: Don't be "That Guy"**

*Faculty: Jesse Kellar*

A lightning round short lecture on three areas of focus so you don't end up being "that guy" in your faculty meetings.

1. Don't be that guy who only criticizes; instead come up with a solution to the problem
2. Don't be that guy who dominates every topic; instead learn the art of listening
3. Don't be that guy who commands; instead persuade

**7:20 AM-8:00 AM**

**Leadership Dev 440: Expanding Emotional Intelligence in Emergency Medicine**

*Faculty: Megan Gillespie*

Emotional intelligence is such an important part of our own and our learners' toolkit for exceptional leadership and for dealing with some of the difficult scenarios we are faced with in emergency medicine. This talk will define emotional intelligence, explain the benefits of being in tune or working to increase your emotional intelligence, and share several ways that you can expand your and your learners' emotional intelligence while on shift.

**8:00 AM-8:25 AM**

**"Getting Things Done" for the Program Director (and APD)**

*Faculty: Shawn London*

This will be a session which will cover workflow efficiencies using free or "freemium" resources for common tasks faced by program leadership including managing curricula, document sharing/archiving and managing outstanding tasks/to do lists. Common productivity-sapping pitfalls including using your email inbox as a "to-do list, accumulating paper, and using email attachments for document collaboration. Strategies for optimizing the PD/APD paperless workflow will be discussed including use of task sorting apps, time management strategies and location-based reminders will be discussed.

**8:25 AM-8:50 AM**

**How to Get to YES — Negotiating for Your Residency Needs**

*Faculty: Maria Moreira*

Residency program leadership teams advocate for ideas that will support and continue to advance the education of their residents. Sometimes these ideas can come into conflict with other priorities as regards to budgets and time commitments. At those times, good negotiation skills are of utmost importance.

**9:00 AM-11:00 AM**

**Program Development: Building a Mission Driven Residency**

*Faculty: Matthew Stull*

Program aims, mission statements, and visions...what are they good for? Absolutely...everything?!? These are not just hurdles necessary for ACGME updates. These guiding concepts can and should serve as the foundation of the structure of your residency program. From recruitment to conference, younger generations are drawn more and more to organizations that talk about the why over the what. This session will introduce program leaders to building a mission-driven residency, describe how it can change the culture of your program, and provide ways to incorporate this into recruiting your next generation of trainees.

**9:00 AM-11:00 AM**

**Program Development: Is Your Program on the Right (Scholarly) Track?**

*Faculty: Guy Carmelli; Alexander Sheng*

Over the past two decades, multiple Emergency Medicine (EM) residency programs have incorporated scholarly tracks into their curriculum with the aim of promoting the development of an academic niche and scholarship among resident trainees. How are these academic tracks structured and implemented to maximize success? Are there best



practices? Come join our talk for an update on the current state of scholarly tracks as we review available literature and lay out a proposed structure for how you could optimize scholarly tracks at your institution.

**9:00 AM-11:00 AM**

### **Program Development: The Art of the Soft-Skills Workshop**

*Faculty: David Carlberg; Elizabeth Pontius*

The soft skills in Emergency Medicine, topics like understanding and mitigating bias, conflict management, and uncertainty tolerance, are often the most important, and they can be the hardest to teach. While learners get clinical content in a variety of ways (in the ED, in the ICU, during board review, and in didactics), there are far fewer opportunities to learn, practice, and adopt these soft skills. We have found that workshops combining pre-reading, short lectures, small group discussions, large group discussions, and post-workshop reflection highlight these vital soft skills from a variety of perspectives. We will discuss strategies to optimize these workshops, and we will provide specific examples. Done right, these workshops orient the learner to approach challenging concepts from a variety of different angles. Also, they provide learners strategies to apply important soft skills in a variety of different emergency care settings. This lecture will provide attendees with a toolbox to build successful soft-skills workshops at their home programs.

**9:00 AM-11:00 AM**

### **Program Development: Carrots and Sticks: How to Boost Your Program's ITE Scores**

*Faculty: Brett Todd*

The In Training Exam (ITE) is a source of anxiety for residents and yet is critical for predicting resident board passage and for residency program success. Being able to motivate your residents to prepare for the ITE in a consistent and standardized way can be a challenge. Yet it is critical that we provide the best chance for success to each of our residents, particularly those who struggle with test taking. We will describe innovative methods for improving your residents' ITE scores using both carrot and stick methods, with methods that have worked in real world settings.

**11:10 AM-12:00 AM**

### **Research Basics: From the Ground Up: Cultivating Scholarship in a New Program**

*Faculty: Miriam Kulkarni; Mary McLean*

One major challenge facing new programs is building scholarly activity. Many new programs have faculty who are new to academics and are lacking academic infrastructure. These factors can make launching an academic and research program a major challenge. We will share the insights we developed during our transformation from a purely community institution to a program with multiple manuscripts, national and international presentations in the last 4 years. This presentation will include concrete steps learners can take to develop or enhance scholarly activity in their program.

**11:10 AM-12:00 AM**

### **Research Basics: Statistics from the School of Hard Knocks**

*Faculty: Matthew Hysell*

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

**1:00 PM-2:50 PM**

### **Preparing for the Unexpected: Building a Family Friendly Residency: Parental Leave and Pregnancy Schedule**

*Faculty: Stacey Frisch; James Wills*

Residency training and medicine needs to become more progressive with allowances for parental and medical leave. There has been a lot of new ACGME and ABEM guidelines surrounding this topic. We would like to discuss those guidelines, the logistics of implementing them and navigating the pitfalls. As well as leave we would like to discuss making accommodations for pregnant residents and Emergency Medicine Shift work in an evidence-based way.

**1:00 PM-2:50 PM**

### **Preparing for the Unexpected: Creating a Crisis Protocol for Your Residency**

*Faculty: Saadia Akhtar*

During a time of crisis within a residency such as the unfortunate loss of a resident, it is key to have a formal crisis protocol that can be followed. By utilizing a specific crisis protocol, many aspects of the program response can be implemented in a clear, calm, and efficient manner by program leadership.

**1:00 PM-2:50 PM**

### **Preparing for the Unexpected: What Doesn't Kill You Makes You Stronger? Rethinking Wellness After a Pandemic**

*Faculty: Kelly Barringer; Emily Binstadt; Kristi Grall*

Pandemics are hard. Educating adults during a pandemic is hard. Creating wellness for ourselves and encouraging wellness in the adults we are educating during a pandemic is hard. This workshop will provide space for resident educators and leaders to debrief how we as programs innovated wellness throughout the pandemic. As a group, we will break down the specific wellness-related strategies and initiatives our programs implemented and review what worked well and what didn't. We will then evaluate what we have learned, discuss ideas, and create action items for continuing these wellness lessons forward in a post-pandemic education world.

**3:00 PM-3:50 PM**

### **Preparing for the Unexpected: The Resident Experience of Substance Abuse**

*Faculty: Douglas McGree; Neil Rifenburg; Jan Shoenberger; Taku Taira*

This session will include a narrative section of a former resident telling his story about how he was an alcoholic through his training and hid his addiction and subsequently became addicted to opiates. Also includes the PD/faculty perspective of being a mentor to this resident. Ends with pearls on how we can support our learners and colleagues with drug/alcohol addiction

**3:50 PM-4:30 PM**

### **Remediation 340: New to Remediation Territory? We Have a Map for You!**

*Faculty: Cedric Lefebvre; Kelly Williamson*

Graduate Medical Education programs are responsible for ensuring that residents are competent at the completion of training. Learners with deficiencies should be remediated, yet this process can be daunting without prior experience or appropriate training. This session is a primer for new program leadership on the basics of remediation.

**3:50 PM-4:30 PM**

### **Remediation 340: Rebranding Remediation**

*Faculty: Hannah Mishkin; Tiffany Murano*

In this talk we will discuss some of the ideas behind competency-based education and how we can destigmatize the remediation process to allow the learners to feel "safe" in their learning process.

**3:50 PM-4:30 PM**

### **Remediation 340: Remediation and the Law: My Learner is Struggling...Should I Worry About Legal Action Too?**

*Faculty: Cedric Lefebvre; Lindsay MacConaghy*

Remediation during residency training and medical school is quite common. Program leaders and institutional officials often worry about possible legal perils around remediation. We provide answers to your questions so you can focus on helping your learners train to be their best.

**4:30 PM-5:00 PM**

### **NPL Networking Session**

**Day One**  
**Sunday, March 27, 2022**

**8:00 AM-8:20 AM**

**Welcome from President & Conference Chairs**

**Keynote Session**

**11:10 AM-12:10 PM**

**Dr. Jean Twenge “Understanding Generational Differences: Improving Teaching and Training in Academic Medicine”**

Dr. Twenge’s talks draw on the latest data on the traits, behaviors, and work attitudes of Boomers, GenX’ers, Millennials, and iGen/GenZ, and are spiced with plenty of pop culture and humor.

**Specialty**

**8:30 AM-11:10 AM**

**Ist Up New Speaker Competition**

**12:00 PM – 5:00 PM**

**Mini Fellowship in Wellness Leadership**

The goal of this mini fellowship is to provide Emergency medicine residents with the knowledge and skills to effect positive change in the areas of well-being, resilience, and engagement at their own programs and institutions. Must have preregistered/been accepted

**1:00 PM-5:00 PM**

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

**6:00 PM-8:00 PM**

**Opening Reception**

**MERC**

**8:00 AM-11:10 AM**

**MERC3: Program Evaluation and Evaluation Research**

This workshop introduces participants to fundamental principles of educational program evaluation and provides participants with a strategy for developing and evaluation plan. After participating in this workshop, learners will be able to:

- describe program evaluation and its purposes
- identify barriers to program evaluation
- identify models used in evaluation
- describe the steps of an evaluation
- develop an evaluation plan

**Best Practices**

**8:30 AM-9:25 AM**

**BP Feedback & Assessment 560: Milestones 2.0 — On Second Thought, They’re Great**

*Faculty: Thomas Perera; Michael Jones*

Change is difficult and on first read Milestones 2.0 took away the most easily measured milestones and replaced them with less concrete measures. With time and a better understanding of what our real goals are Milestones 2.0 prove to be a boon to any program

**8:30 AM-9:25 AM**

**BP Feedback & Assessment 560: The Right Ingredients: Baking Shows and Feedback**

*Faculty: William Dixon*

Providing or receiving useful, critical, and encouraging feedback in medical education remains an area of growth for both teachers and learners. People struggle to find the right recipe for feedback that helps learners grow will remaining empathetic and targeted to performance, not personality. The Great British Bake Off is a surprising fund of excellent feedback behavior modeling. In ten minutes, I’ll tell you how and why we should be taking feedback cues from a quaint baking show and help you re-consider the feedback conversation.

**8:30 AM-9:25 AM**

**BP Feedback & Assessment 560: Test Dev for Spaced Repetition**

*Faculty: Eric Shappell; Yoon Soo Park*

We’ve all heard about the value of spaced repetition for teaching, and it is easy to teach a concept multiple times throughout a curriculum, but what about assessment? What tools should we use for repeated assessments in these curricula, and what validity evidence do we have for doing so? Won’t the learners just memorize the test? We’ll discuss the latest evidence on this topic collected through multisite experimental data and longitudinal data from a national testing platform and provide guidance on test development for repeated assessments, including three different test development strategies with variable levels of investment and return.

**8:30 AM-9:25 AM**

**BP Feedback & Assessment 560: Assessment Fatigue**

*Faculty: Laura Hopson; Jenna Geers*

A rigorous program of assessment is the backbone of competency based medical education (CBME). The real-world consequences too often include assessment fatigue and decreased participation, or poor-quality responses, thus undermining the validity of judgments. Unfortunately, assessment of trainees relies heavily if not entirely on a survey format. In this session we evaluate the available literature on survey fatigue and strategize how to best construct assessments to mitigate survey fatigue and achieve a high quality and quantity of assessment data in current, real-world medical education.

**8:30 AM-9:25 AM**

**BP Feedback & Assessment 560: Unbiased Evaluations — A Practical Guide to Performance Based Evaluations**

*Faculty: Christy Angerhofer; Jacqueline Ward-Gaines*

This session will review bias and how it shows up in evaluative settings. This presentation will also go over practical steps for recognizing bias within evaluations, how to evaluate residents and medical students based on competencies, and tips on how to deliver feedback without biased language.

**9:25 AM-10:15 AM**

**BP Recruitment 550: Building the Foundation for a Diverse Physician Workforce 550**

*Faculty: Eric Lee; Jeanette Kurbedin*

This workshop aims to operationalize the steps needed to recruit a truly diverse residency class using recommendations adapted from the AAMC, ACGME, and the published literature. It also includes best practices on change management, motivational theory, and leadership skills to address internal and external challenges that programs may face.

**9:25 AM-10:15 AM**

**BP Recruitment 550: Step 1 is Dead: What’s Next?**

*Faculty: Benjamin Schnapp*

With USMLE Step 1 scores moving to pass/fail, residency programs will need new metrics to help sort through the countless applications they receive each year. This session will review the potential candidate metrics and discuss the merits of each.

**9:25 AM-10:15 AM**

**BP Recruitment 550: Anticipated Improvements to the Residency Application Process, (from the Application Process Improve)**

*Faculty: Melanie Camejo; Alexis Pelletier-Bui*

The residency application process has been turned upside down by the COVID pandemic. Coupled with recent recommendations from the Coalition for Physician Accountability (COPA) and the change of USMLE Step 1 scores to pass/fail, more changes to the residency application process are on the horizon. The Application Process Improvement Committee hopes to guide the CORD community through these anticipated changes, recognizing this as an opportunity for disruptive innovation in an already flawed process.

**9:25 AM-10:15 AM**

**BP Recruitment 550: Identity Based Virtual Chat Series**

*Faculty: Evelyn Porter; Elaine Hsiang*

This session provides a framework for the virtual presentation of a residency program in authentic way to a subset of underrepresented minority applicants. We designed an identity-based chat series to introduce EM applicants who are Black, LatinX, LGBTQ, 1st generation to medicine, women and allies to the UCSF EM residency program. These sessions were designed to demonstrate the culture of our program in a time where physical proximity is restricted due to the COVID 19 pandemic. Feedback from applicants was overwhelmingly positive. We saw a 20% increase in the number of URM applicant interviewed and matched in 2021.

**9:25 AM-10:15 AM**

**BP Recruitment 550: Don't Forget to Signal: An Intro to Preference Signaling for EM**

*Faculty: Alexis Pelletier-Bui; Elizabeth Werley*

This session will provide a brief overview of preference signaling. It will include an introduction to the concept, as well as a review of the potential benefits to both students and programs attempting to make a successful match during interview season. Generated from work by the Application Process Improvement Committee (APIC).

**10:20 AM-10:45 AM**

**What Is My DIO Thinking?: An Interactive Panel**

*Faculty: Andrew Perron; Jeff Schneider; Carrie Tibbles*

After years as EM PDs, we have each transitioned into an institutional oversight role as DIO. Let us share our experiences, insights, and ideas as we filed your questions and provide a different perspective that both veteran and new PDs will appreciate. The success of your program depends on strong and intentional collaboration with you DIO. Meet three friendly ones here!

**10:45 AM-11:10 AM**

**Holistic Review Panel: A Practical Guide to Incorporate Holistic Review in Your Recruitment**

*Faculty: James Hassel; Joshua Schechter*

There are many talks on the importance of holistic review to increase diversity within your residency program, however it is not always clear how to incorporate it during the application cycle. In this talk, we will explain our own process of reviewing ERAS applications and creating a rank list by applying the principles of holistic review to promote diversity in our program. We will also describe classic applicant archetypes that you should be considering for an interview slot each season while providing real-life examples and success stories from our own program.

**11:10 PM-12:10 PM Keynote Join BP Track**

**1:30 PM-2:20 PM**

**BP Conference 450: Good Saves: How EM Residencies Teach Using Medical Successes**

*Faculty: Leah Bralow; Scott Leuchten*

M&M or Peer Review is an established method of teaching residents. Many EM residencies highlight good saves to educate, promote wellness and recognize quality clinical performance. We will present results of a national survey on how residencies incorporate this into their curriculum.

**1:30 PM-2:20 PM**

**BP Conference 450: Slaying the Zoom Zombie: How to Return to Learn in a Post-Zoom Era**

*Faculty: Kristy Schwartz; Emily Pott*

In our new post-Zoom world, residents may ask "what's in it for me?" when having get accustomed to in-person conference. We have some strategies on increasing in-person conference value and slaying those Zoombies.

**1:30 PM-2:20 PM**

**BP Conference 450: Creating Separate PGY Conf Tracks**

*Faculty: Benjamin Azan*

In this session we will discuss implementation, benefits, challenges, and feedback of largely separating out the conference curriculum for PGY1s and PGY2/3s as a means for providing learner level specific teaching during weekly EM conference didactics.

**1:30 PM-2:20 PM**

**BP Conference 450: Shake Things Up...Go LOW Tech**

*Faculty: Carmen J Martinez Martinez; Caroline Molins*

Whether you want to change up a topic you love to lecture on or run into technological issues, going LOW tech is always a great option. Going low tech can mean getting your hands dirty (or your resident's hands) or even using other teaching techniques to enhance your teaching styles. This presentation will show you some unique ways to "shake up" your didactic series by going LOW tech

**2:30 PM-3:00 PM**

**Nontraditional Didactics & Gaming 330: Resuscitating Faculty's Didactics for Modern Learners**

*Faculty: Leslie Oyama; Kristy Schwartz*

Does your faculty stick with the same old, same old when it comes to didactic talks? Are you looking for a way to increase their engagement to try new, more interactive styles of lecturing? Are you hoping to build momentum for meaningful didactic change as we return to in person or hybrid learning? We describe a faculty development series focused on best practices in med ed that are presented in a quick, digestible form so your faculty will buy in.

**2:30 PM-3:00 PM**

**Nontraditional Didactics & Gaming 330: Design Escape Rooms: Tabletop to Sim Ctr**

*Faculty: Nicole Elliott; Michael Nguyen*

As educators, we constantly look to develop experiential learning techniques, new ways to engage our learners. Several years ago, commercial escape rooms captured the popular culture. Escape rooms are essentially series of puzzles that challenge groups of participants to draw upon knowledge, communication, and teamwork to successfully complete a scenario (escape the room). We can repurpose simulation resources into building escape rooms. Construction of high-quality, immersive, simulation-based escape rooms use a lot of resources (e.g., time, space, manikins, procedural trainers, realistic props). It is more efficient to create a tabletop version, using readily available stationary (e.g., envelopes, drawings, index cards) that faculty can pilot and refine over numerous cycles. This low-cost version can serve as an educational tool on its own merit. In other words, this is the oral board version of the simulation escape room. Faculty can run this oral board version more frequently and in a greater variety of settings. This piloted and refined outline would serve as an effective blueprint for a high-quality, simulation-based escape room. During this workshop, groups of attendees will design and construct tabletop escape rooms. By the end of the session, attendees will have an outline that can serve as (1) a low-cost, portable, engaging educational tool and (2) a plan for a simulation-based escape room.

**2:30 PM-3:00 PM**

**Nontraditional Didactics & Gaming 330: Gamification Feng Shui**

*Faculty: Carmen J Martinez Martinez; Caroline Molins*

**3:00 PM-3:50 PM**

**BP Curriculum 450: Diversification and Individualization of Your Curriculum Through the Use of Selectives**

*Faculty: Richard Church; Viral Patel*

This is a presentation on creating an opportunity to introduce high yield educational offerings outside of the structured curriculum put forth via the core competencies and EM Model. We plan to explain how to offer a component of control and individualization of the curriculum to resident learners with limited options that are predetermined and created by faculty. We will introduce selective rotation options we created that we feel cover high yield areas in EM that are on today's forefront, including Health Equity, Education Methodologies, Health Systems Sciences, and Research Methodologies.

**3:00 PM-3:50 PM**

**BP Curriculum 450: Resident Lead Peer Review**

*Faculty: Julie Cueva; Nicholas Jobeun*

Teaching residents the key concepts of quality improvement, patient safety, and reflective practice can be a challenge in medical education. With the revised Milestones 2.0 there is an emphasis on teaching and assessing the resident's skills in systems and practice-based learning, indicating that these skills are as crucial to the education of emergency medicine physicians as patient care, professionalism, and interpersonal communication. By providing a structure for residents to perform peer review, they will develop self-reflection and system navigation skills in a nurturing environment, which will subsequently lead to improved patient safety, patient outcomes, and healthcare costs.

**3:00 PM-3:50 PM****BP Curriculum 450: Teaching Residents How to Teach***Faculty: Alexis Pelletier-Bui; Sundip Patel*

Teaching your residents how to teach is an important skill set, just as important as teaching them procedural skills or efficiency in the emergency department. However, the development of teaching skills is not emphasized in medical training as much as other skills. This lecture will identify opportunities and methods to prepare residents to become proficient and effective educators to a variety of learners. Attendees will walk away with a framework to incorporate a longitudinal teaching curriculum into their residency program and develop a self-sustaining teaching culture.

**3:00 PM-3:50 PM****BP Curriculum 450: AMPED: Advanced Mental Performance in the Emergency Department***Faculty: Kelly Williamson; Elise Lovell*

Emergency medicine physicians frequently encounter stressful clinical situations. The AMPED curriculum is a multimodal didactic experience designed to optimize EM resident performance across four domains: Stress, Mindfulness, Team Dynamics, and Decision-Making.

**MedEdScholar****4:00 PM-5:00 PM****Making What You are Already Doing into Scholarship***Faculty: Teresa Chan*

Your day job is designing curricula and teaching residents via simulation and didactics, but scholarship is the coin of the realm for promotion in academic medicine. Why not turn what you are already doing

into scholarship to maximize the rewards of your effort? Learn from experts in the field who will share tactics on how to obtain multiple wins out of each project and enhance your scholarly productivity.

**CDEM****8:30 AM-9:25 AM****Different Career Pathways Available in the Medical School***Faculty: Sundip Patel; Stephanie Smith*

Now that you are a faculty member, is your career path set? Are there other avenues you can pursue while still working in the ED? This talk focuses on career opportunities that are available at the medical school along with the benefits and downsides that go with these different career pathways.

**9:25 AM-10:15 AM****You're the Clerkship Director? But What Exactly Do You Do?***Faculty: Eric Blazar; Brian Barbas*

Most programs have a faculty member in the CD role. The responsibilities associated with this position differ significantly from program to program. We aim to display the significant variability within the CD role as well as discuss institutional features that highly impact the role.

**10:20 AM-10:45 AM****Stacking the Mentorship Deck! Incorporate a Student Mentorship Program into Your EM Clerkship Today!***Faculty: Eric Lee; Jeanette Kurbedin*

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

**10:45 AM-11:05 AM****Developing Your Dream Team: Supporting Junior Faculty in the EM Clerkship***Faculty: Mark Olaf*

Developing a core team of educators helps to develop and implement an educational program and develops a legacy within your program to help ensure continuity, improvement, and success. As a co-chair of the CORD Advising students committee in EM, and vice chair of education at my medical school, I believe I'm uniquely qualified to do present this topic. I plan to share strategies for success in managing and developing junior faculty. Recommended strategies will include lowering the barrier to entry, academic collaboration, providing pathways to support interests, and facilitating involvement in local, regional, and national groups and committees.

**11:10 PM-12:10 PM****Keynote Join BP Track****1:30 PM-2:20 PM****CDEM 350: PRIME-ED for Success: Developing a Core Faculty for the EM Clerkship***Faculty: E. Page Bridges*

Recruiting faculty to teach medical students is a common challenge for the clerkship director. To try to tackle this problem, we created the PRIME-ED faculty group dedicated to undergraduate medical education. Through this program, we now have a group of trained, dedicated faculty who regularly teach our students, and we have created opportunities for faculty interested in teaching at the student level. In this talk, we will discuss lessons learned over the first year of the program, and how a faculty program dedicated to clerkship teaching can be a success for student education and faculty development.

**1:30 PM-2:20 PM****CDEM 350: Strategies to Help an Orphaned Student Feel at Home***Faculty: Paul Beyer*

I plan to discuss some of the ideas and strategies we use at St. Barnabas to help our orphaned and away students feel at home when they rotate with us. Many of our students walk through the doors of our hospital for the 1st time on the first day of their EM rotation. Helping them to feel at home and part of our team and institution is vital in helping these students have the best possible experience with us. I plan to share the ideas we use to help these students overcome the disadvantages they face.

**1:30 PM-2:20 PM****CDEM 350: Teaching Shifts to Meet Direct Observation of Students Requirement***Faculty: Jared Klein; Sundip Patel*

The LCME mandates that students must be directly observed performing parts of the history and physical exam. This can be very difficult to do during a busy ED shift. The goal of this talk is to highlight the use of teaching shifts to meet the requirement of direct observation of medical student

**DEI****2:30 PM-3:00 PM****Implicit Bias Is Affecting Your Learners: What You Don't Know Can Hurt Them***Faculty: Linelle Campbell; Miriam Kulkarni; Mary McLean*

Much has been discussed about how physician implicit bias affects patients, but there is less discussion about its effects on physicians. Evidence suggests that implicit bias not only adversely affects wellness and morale for physicians from marginalized populations, but that it also contributes to the "leaky pipeline" of academic medicine, which leads to attrition of minority physicians and learners. In this session, we will discuss how implicit bias affects physician learners and what educators can do about it.

**3:00 PM-3:50 PM**

### **Illuminating the Closet: Mentoring & Advising Lesbian, Gay, Bisexual, and Transgender learners**

*Faculty: Michelle Lall; Eliot Blum; Joel Moll*

Obtaining and supporting equity, diversity, and inclusion that reflects our multifaceted society is desirable and achievable in medical education. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) learners in undergraduate and graduate medical education face unique challenges and barriers. Studies have suggested that many LGBTQ+ providers in medicine report homophobia and even overt discrimination due to their sexual orientation or gender identity. Recent AAMC data report 8% of current medical school seniors identify as LGBTQ+. To competently and compassionately mentor and advocate for these learners, educators should be aware of factors that can contribute to their success or failure that differ from sexual majority students. Institutional and legal factors can adversely impact LGBTQ+ students and residents, and can significantly affect all aspects of their wellness, health, and ability to focus on learning. Although limited in number and scope, studies indicate that many students and residents do not disclose their sexual orientation, and often purposely hide their identity in fear of adverse consequences on their medical careers. Students go back into the closet in medical school, and even more do so in residency, especially when programs and states lack employee nondiscrimination protections. Mentors to advise and support their unique challenges can be difficult to find both due to LGBTQ+ underrepresentation in medicine, and LGBTQ+ faculty and senior residents being not visible due to their own concerns for their careers and employment. All educators, regardless of their sexual orientation or gender identity, should become competent in advising and mentoring LGBTQ+ students through their own education and awareness. This interactive session will advance the knowledge and competency of medical educators in mentoring and advising aspiring LGBTQ+ students and residents in a safe environment.

**4:00 PM-4:30 PM**

### **Developing a Pipeline Program in the Emergency Department for URM Students**

*Faculty: Nancy Anaya; Joseph Graterol*

Emergency departments, despite the only access to care for many underserved populations continues lack a physician workforce that mirrors their patient demographics. SAEM, CORD and ACEP has identified URM recruitment as a priority. They identified strategies to promote diversity for residency programs, but limited recommendations on addressing diversity earlier in the pipeline. UCSF EM developed a pipeline program for URM medical students. The program focused on providing students with research, mentorship, networking and educational opportunities early in medical school. This session will discuss key areas needed to develop a pipeline program. Review pearls and pitfall learned during the pilot program.

**4:30 PM-5:00 PM**

### **Blueprint for a Medical Student Summer Diversity Program**

*Faculty: David Duong; Simisola Alalade; Jamal Jefferson*

We describe our social emergency medicine research externship aiming to develop underrepresented medical students (<https://www.highlandemergency.org/social-em-research-diversity-externship/>). This program is designed to increase diversity in medicine, involve residents in the professional development of underrepresented medical students, and engage a department's mission of diversity and inclusion. We will present how we started the program, how we run it, and how we obtained funding, so that other interested programs might implement their own program.

## **Navigating Academic Waters**

**8:30 AM-9:00 AM**

### **Active Learning Environments**

*Faculty: Todd Taylor*

Active learning environments are the key to engage your learners. This session will define what constitutes active learning environments. We will review the wide range of active learning modalities. Understand how to select the appropriate active learning modality for your educational session. We will also break up these modalities into easy, medium, and hard sections. This is another way to look at how to select the appropriate modality based on your available time. Lastly, they had a provided will have examples, exhalations, and links to all of these modalities.

**9:00 AM-9:25 AM**

### **How Do I Work This?: Training your Best Educators to Teach Remotely**

*Faculty: Andrew Mastanduono*

Remote learning is here to stay. Face the facts by helping your strongest faculty educators adapt and thrive with remote learning techniques. We demonstrate how tips from the world of media blend with time-tested teaching tools and techniques in excellent virtual learning sessions. We hope participants will also learn that some topics will never be as impactful remotely, and to identify and avoid virtual delivery of such material, to minimize disillusionment and loss of engagement in their learners and support a long lasting and successful integration of virtual learning platforms in our new reality.

**9:25 AM-10:15 AM**

### **Congratulations, You're a Simulationist! Now What?!** **Workshop**

*Faculty: Tiffany Moadel; Joan Noelker, Kimberly Sokol; Amrita Vempati*

This course, sponsored by the CORD Simulation Community of Practice, is designed to be an interactive workshop that will provide an overview to new simulationists and give them the tools needed to start their journal into facilitating simulation sessions. Participants will have the opportunity to practice developing a simulation session from start to finish, including conducting a needs assessment, developing a simulation case based on the results, and identifying debriefing strategies. By the time they leave the session, they will have a much better understanding of how to tackle their new faculty role.

**10:20 AM-10:45 AM Join BP Track**

### **What is my DIO Thinking???: An Interactive Panel**

*Faculty: Andrew Perron; Jeff Schneider; Carrie Tibbles*

After years as EM PDs, we have each transitioned into an institutional oversight role as DIO. Let us share our experiences, insights, and ideas as we filed your questions and provide a different perspective that both veteran and new PDs will appreciate. The success of your program depends on strong and intentional collaboration with you DIO. Meet three friendly ones here!

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*Faculty: James Hassel; Joshua Schechter*

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**11:10 PM-12:10 PM**

### **Keynote Join BP Track**

**1:30 PM-2:00 PM**

### **How to Lead an Effective Meeting**

*Faculty: Maria Moreira*

Understand the key elements of a successful meeting

**2:00 PM-2:20 PM**

### **Beyond Cultural Competence: An Intro of Cultural Humility**

*Faculty: Ernest Romo*

**2:30 PM-3:20 PM**

### **How to Give a Killer Talk**

*Faculty: Christina Shenvi*

Do your residents fall asleep when you lecture? This talk will discuss five key elements to make your slides or your delivery more impactful: Knowing your audience, identifying the take-home points, getting creative with communication, high-impact slide design, and on-point delivery.

## MedTech

**3:20 PM – 3:50 PM****On Air Podcasting**

*Faculty: Kimberly Bambach; Matthew Dillon; Kate Joyce; Ranjita Raghavan; Shreyans Sanghvi*

Are you curious about podcasting, but unsure of where to start? Join this interactive workshop to help you get on the air, led by EMRA\*Cast team! In this workshop, future podcasters will be introduced to the basics of finding your voice including planning, recording, and editing to create a finished educational product. We will also discuss how to post your podcast on different platforms so that you can showcase your stellar work. At the end of the didactic portion, participants will have the opportunity to gain hands-on experience and step in front of the mic.

**4:00 PM – 4:30 PM****Be Your Own iMovie Producer**

*Faculty: Nicholas Musisca*

The COVID-19 pandemic compelled us to innovate ways to teach virtually and as a consequence many instructors have discovered the benefit of creating prerecorded content for virtual and online learning. The goal of this workshop is to teach beginner iMovie users how to create a polished, prerecorded didactic lecture, procedural video, or similar educational deliverable content that could be broadcast on via virtual conference, online blogs, or a video channel. Specific objectives include learning how to convert presentations from applications such as PowerPoint and Keynote to a usable video format, how to edit this content as well as insert video recorded content into a streamlined video presentation. The objectives include to learn some basics of video and sound editing, to create visually appealing introduction and closing montages, and how to create polished transitions between content. The target audience includes those interested in using iMovie on Mac who have limited or no experience. The format will be interactive such that participants can either use prepared content available for download or their own content to create their own video.

**4:30 PM – 5:00 PM****How to Digital Scholarship Fits in the Promotions and Tenure Process Workshop**

*Faculty: Emily Brumfield; Abbas Husain; Jay Khadpe; Zachary Repanshek*

As scholarship moves into the digital sphere, the processes for assessing the impact of digital scholarship is changing. This moderated panel session will focus on best practices for criteria to demonstrate scholarship, provide evidence of impact, and how to cite digital scholarship including peer-review roles.

## EMARC

**8:30 AM-9:00 AM****Introduction to EMARC and AA**

*Faculty: Jennifer Cassidy*

**9:00 AM-9:25 AM****Communication with Residents: What's hAPPening with Gen Z?**

*Faculty: Carolyn Commissaris; Raven Kellum*

Intern onboarding is one of the most rewarding, yet arduous and communication-heavy tasks of the academic year. Generational differences between program coordinators and house officers may present challenges in this process due to significant differences in preferred communication style. Communication breakdowns can increase stress for both program coordinators and incoming interns. As generations of incoming house officers change, we must adapt to new styles of communication, while still setting professional expectations and boundaries. In this talk, we will share lessons learned from our pilot innovation of using a PC/Intern group chat platform to adapt our onboarding communication with onboarding interns.

**9:25 AM-10:15 AM****Small Groups by Region, Icebreakers, Create List of Topics for Future Discussion on Day 2**

*Faculty: Jennifer Cassidy*

**10:20 AM-11:05 AM****Educational Impact of COVID-19 on Program Administration**

*Faculty: Patrick Mulligan; Isaac Shaw*

The COVID pandemic impacted many areas in graduate and undergraduate medication. To fully understand this, the CORD COVID Educational Impact task force was formed. In this session, we wish to share what this task force has learned from an anonymous and voluntary survey of program administrators, managers, and coordinators regarding COVID's impact on the match of 2020-2021, graduate medical education, and wellness. Additionally, we wish to share what our own programs have done to adapt to the pandemic. We will conclude by talking about what changes from the pandemic can be applied to future academic years.

**11:10 PM-12:10 PM****Keynote Join BP Track****1:30 PM-2:20 PM****Covid & Remote Work Debrief — Lessons Learned and Problems to Solve**

*Faculty: Jennifer Cassidy*

**2:30 PM-2:55 PM Join BP Track****Implicit Bias Is Affecting Your Learners: What You Don't Know Can Hurt Them**

*Faculty: Linelle Campbell; Miriam Kulkarni; Mary McLean*

Much has been discussed about how physician implicit bias affects patients, but there is less discussion about its effects on physicians. Evidence suggests that implicit bias not only adversely affects wellness and morale for physicians from marginalized populations, but that it also contributes to the "leaky pipeline" of academic medicine, which leads to attrition of minority physicians and learners. In this session, we will discuss how implicit bias affects physician learners and what educators can do about it.

**3:00 PM-3:50 PM Join BP Track****Illuminating the Closet: Mentoring & Advising Lesbian, Gay, Bisexual, and Transgender learners**

*Faculty: Michelle Lall; Eliot Blum; Joel Moll*

Obtaining and supporting equity, diversity, and inclusion that reflects our multifaceted society is desirable and achievable in medical education. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) learners in undergraduate and graduate medical education face unique challenges and barriers. Studies have suggested that many LGBTQ+ providers in medicine report homophobia and even overt discrimination due to their sexual orientation or gender identity. Recent AAMC data report 8% of current medical school seniors identify as LGBTQ+. To competently and compassionately mentor and advocate for these learners, educators should be aware of factors that can contribute to their success or failure that differ from sexual majority students. Institutional and legal factors can adversely impact LGBTQ+ students and residents, and can significantly affect all aspects of their wellness, health, and ability to focus on learning. Although limited in number and scope, studies indicate that many students and residents do not disclose their sexual orientation, and often purposely hide their identity in fear of adverse consequences on their medical careers. Students go back into the closet in medical school, and even more do so in residency, especially when programs and states lack employee nondiscrimination protections. Mentors to advise and support their unique challenges can be difficult to find both due to LGBTQ+ underrepresentation in medicine, and LGBTQ+ faculty and senior residents being not visible due to their own concerns for their careers and employment. All educators, regardless of their sexual orientation or gender identity, should become competent in advising and mentoring LGBTQ+ students through their own education and awareness. This interactive session will advance the knowledge and competency of medical educators in mentoring and advising aspiring LGBTQ+ students and residents in a safe environment.

**4:00 PM-5:00 PM**

**Smoke and Mirrors — One Sided Communication Workshop**

*Faculty: Saadia Akhtar; Maria Moreira*

Program leadership often must deal with sensitive issues and confidential situations. The concerns of the resident body need to be addressed while maintaining individual resident confidentiality.

**Resident**

**8:30 AM-9:25 AM**

**Fellowship or Bust**

*Faculty: David Haidar; Allison Beaulieu; K Fisher*

Panel of fellowship trained and non-fellowship trained members of the academic world serving on a panel to discuss whether a fellowship is right for you! We have in years past brought a diverse group of graduates from med ed, sim, and ultrasound fellowships who practice in various academic environments to talk about their experiences. We aim to help graduating residents decide if a fellowship is right for their career choice and if so, what kind of fellowship to pursue.

**9:25 AM-9:50 AM**

**(Not Your Grandmother's) Persuasion**

*Faculty: David Carlberg*

Negotiation, conflict management, and collaboration are things we do every day in emergency medicine. We are experts at finding a problem's shared solution, be it with our patients, our consultants, our hospitalists, our program directors, or our chairs. Persuasion is how we guide others to a problem's shared solution. It is hard to do, and it's even harder to do well. The great news is that, when done well, people will knock down doors and run through walls because they believe in that shared solution. During this didactic, we'll evaluate the process of persuasion, including considering every angle of a problem, establishing credibility, identifying common ground, making our evidence vivid, and connecting emotionally. The business literature suggests that persuasion takes weeks to months, but this talk will focus on tactics that work in the fast-paced world of emergency medicine. Finally, the lecture will highlight specific strategies for how to persuade-up, against the power dynamic. We'll discuss how to find a shared solutions with our PDs, our chairs, and our VPMA's.

**9:50 AM-10:15 AM**

**The ART of Negotiation — Landing the Ideal Job**

*Faculty: Saadia Akhtar; Maria Moreira*

Every year graduating residents are entering the job market with the hope of landing their perfect job. Additionally, throughout an emergency medicine physician's career they may change jobs several times. As such it is important for Emergency Physicians to have a clear understanding of the ideal job and be able to negotiate for that position.

**10:20 AM-10:45 AM**

**How to Survive Your First 5 Years Out**

*Faculty: Nikki Binz; Christina Shenvi*

In this talk we will give concrete, practical "dos and don'ts" tips for residents to help you succeed once you are newly minted attendings. This is a high-yield, energetic presentation mixing wisdom, wit, and personal experiences to help illustrate our points. We will discuss how you can be most successful and also, behaviors and attitudes that will sabotage your own career. Come hear all the advice we wish we had been told!

**10:45 AM-11:05 AM**

**Resident as Teacher: Best Practices for Delivering Effective On-shift Feedback**

*Faculty: David Haidar*

Senior residents are in a unique environment as both learners and teachers and have variable formal training as educators. They are often asked to provide feedback for junior residents, interns, and medical students. Here, we focus on best practices and easy-to-implement strategies to improve the feedback they give on-shift. We will focus on feedback that is specific, timely, actionable, and relevant.

**11:10 PM-12:10 PM**

**Keynote Join BP Track**

**1:30 PM-2:00 PM**

**Team of Champions: Creating Your Own Personal Board of Directors**

*Faculty: Stacey Frisch; Nathan Zapolsky*

Advice comes in many forms, and comes from friends, critics, and mentors alike. This session will guide participants in the creation, utilization of their own personal board of directors in order to maximize the personal and professional relationships they already maintain.

**2:00 PM-3:00 PM**

**CV and Cover Letter Workshop**

*Faculty: Allison Beaulieu; Jared Kilpatrick; Krystin Miller*

**3:00 PM-3:20 PM**

**How to Mentor Junior Residents**

*Faculty: Jessie Werner*

This talk will be directed to faculty and senior residents who are supervising and mentoring junior residents. We will discuss the unique learning needs of junior residents, especially interns, and offer advice to senior residents and faculty on best practices for mentoring and teaching

**3:20 PM-3:50 PM**

**Escape Boring Conference: How to Create an Education Escape Room**

*Faculty: Caroline Astemborski; Jon Smart*

Do you want to spice up your education conference? Have you toyed with the idea of creating an escape room but are unsure of where to start? This talk is for you! The session will focus on a step-by-step guide on how to create an educational escape room that can be used in your existing educational curriculum.

**4:00 PM-5:00 PM**

**Beyond Advanced, a Panel on Next level Didactic Skills**

*Faculty: Guy Carmelli; Andrew Grock; John Casey; Jessica Mason*

Memorable lecturers have utilized Mayer's theory of Multimedia Learning by minimizing words, increasing high-quality graphics and eliminating complex algorithms from their lectures. For our talk we gathered a group of experts in order to present tips & tricks beyond the standard best practice guidelines in order to increase engagement & learning.

**Day Two  
Monday March 28**

**Specialty**

**7:00 AM-8:00 AM**

**How to Get Involved with CORD**

*Faculty: Tiffany Murano, Moshe Weizberg*

Ever wonder how folks become a track chair, board member or another 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 Maria Moreira as he shares with you some thoughts on getting involved in CORD.

**8:00 AM-12:00 PM**

**National Emergency Medicine Clinical Pathological Case (CPC) Competition Semi-Finals — Day 2**

**6:30 PM-7:30 PM**

**Wine & Cheese / Awards Session**

**8:00 PM-10:00 PM**

**Airway Stories**

Open to all conference attendees

## Best Practices

**8:00 AM-8:30 AM****SIM & Pro Skills 330: A Simulated Scenario to Improve Residency Efficiency in an Emergency Department***Faculty: Ayanna Walker; Tracy Macintosh*

Multitasking, or task switching, is a core competency in Emergency Medicine and a key training milestone identified by the ACGME. This session will detail a novel teaching technique training EM resident in this essential skill. In this simulation, residents were given a scenario that simulated managing two patient encounters while addressing interruptions that typically take place in a busy ED. Residents not only had to appropriately evaluate and treat the patients, but also manage the patients' and family's expectations, respond to requests from EMS and nurses, and document both encounters sufficient for a Level 5 E/M designation. The performance outcome of this simulation as a curricular component was evaluated by an internally developed scoring system. We also asked the residents to complete a self-evaluation.

**8:00 AM-8:30 AM****SIM & Pro Skills 330: Integrating Augmented Reality into Core Central Venous Line Training***Faculty: Sara Baker; Erich Heine*

Join us as we discuss our most recent curriculum innovation: utilization of augmented reality to supplement residency training in the fundamental skill of central venous line placement. Learn about the technology behind augmented reality and future clinical use-cases.

**8:00 AM-8:30 AM****SIM & Pro Skills 330: Clinical Event Debriefing***Faculty: Joan Noelker; Kimberly Schertzer*

Challenging and emotionally charged cases don't just occur in the Sim Lab. They occur in the clinical environment, too! Debriefing clinical events in real time helps the care team process these events and identify teamwork and systems challenges with a goal toward improving care for the next patient. This session will share the literature behind clinical event debriefing, highlight best practices, and provide tools to help you facilitate your own clinical event debriefings. Faculty will provide instruction on how to implement these techniques at your institution and provide examples from real-life experiences. Sponsored by the CORD Simulation Community of Practice.

**8:30 AM-9:00 AM****Remediation 330: Five Steps to Identify Deficiencies in the Undifferentiated Struggling Clinical Learner***Faculty: Linda Regan; Michael Ehmann*

Educators in GME have abundant experience remediating struggling resident learners and there is abundant scholarship on the best practices for developing remediation plans for learners with identifiable deficiencies. There exists, however, a subset of struggling learners who under-perform for reasons that are not readily apparent to their program leaders, clinical supervisors and, often, themselves. These undifferentiated struggling learners do not obviously lack affective, structural, interpersonal, or cognitive skills yet — to the experienced educator — still are not "getting it." These undifferentiated struggling learners are particularly challenging to remediate since accurately diagnosing a learner's deficiency is central to developing an appropriately focused development plan. In this session, we share tools in a five-step process for diagnosing an undifferentiated struggling learner's deficiencies. We will explore each of the five steps individually and provide the audience with concrete actions for each step. We will provide examples of how educators can differentiate struggling learners' potential deficiencies in those ACGME version 2.0 milestone sub-competency areas that have significant overlap. When used in an escalating stepwise fashion, this five-step process allows remediation efforts to be appropriately focused and implemented and allows common remediation challenges to be overcome.

**8:30 AM-9:00 AM****Remediation 330: Remember the "ME" in Remediation***Faculty: Michelle Lall; Kelly Williamson*

Graduate Medical Education programs are responsible for ensuring that residents are competent at the completion of training. Yet, the ACGME common program requirements also specify the responsibility of programs to address physician well-being and the process of remediation can pose a threat to resident wellness.

**8:30 AM-9:00 AM****Remediation 330: Pro Tips for Professionalism Problems***Faculty: John Casey; Heath Jolliff*

Issues of professionalism can happen to any physician and is common "coffee talk" amongst residency leaders. Most of us would rather have 20 residents with medical education concerns than 1 with a behavioral issue. The problem being that one can be misdiagnosed as the other, and we often treat behavioral issues like knowledge problems when they aren't. It's frustrating for leaders and there isn't enough help there right now. COVID didn't help, and we need better tools. If these issues are not properly addressed, they can follow a physician for their entire career.

**10:00 AM-10:25 AM****Faculty Development 325: Academic Value Units — A Point System for CORE Faculty Requirements***Faculty: Arlene Chung; Shivani Mody*

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

**10:00 AM-10:25 AM****Faculty Development 325: Building Support Structures for Core Faculty***Faculty: Arlene Chung, Minh Evans*

Recent changes to the ACGME Common Program Requirements for core faculty protected time as well as challenges posed by the COVID19 pandemic have highlighted the importance of personal and professional support for core faculty. This session will provide participants with concrete strategies they can bring to their own programs and institutions.

**10:00 AM-10:25 AM****Faculty Development 325: Motivating Faculty Development at Your Institution 325***Faculty: Rebecca Merrill; Erin Simon*

This didactic session would discuss best practices for creating a core faculty development curriculum for a community program. This session is designed to specifically address the challenges of keeping core faculty up to date on current emergency medicine curriculum, to discuss how to motivate a core faculty in a community setting and to explore ways to promote personal growth and career development amongst junior faculty.

**10:25 AM-10:50 AM****Resident Dying by Suicide — The Iowa Experience***Faculty: Loice Swisher; Lance Clemens; Benjamin Fitzgerald; Michael Takacs*

Loice Swisher, MD will moderate a panel from the University of Iowa consistency of the PD (Michael Takacs, MD), Wellness Chief (Ben Fitzgerald, MD). The University of Iowa Healthcare experience the death of a non-EM resident by suicide. This panel will share their individual experiences on physician suicide, our vulnerability, how we are all affected even though the death was outside our department, unmasking mental health, bringing in counseling to our residents, and steps for the future.



**11:00 AM-12:00 PM**

**Living Well/Combatting Burnout: The Connection Between Burnout and Resident Health**

*Faculty: Kelly Williamson; Elise Lovell*

Along with negative consequences to patient care and the healthcare system, the impact of burnout on physicians' health is considerable, and include increased rates of substance abuse, depression, and completed suicide. Assessments of learner wellbeing should include mental health screening.

**11:00 AM-12:00 PM**

**Living Well/Combatting Burnout: Innovative Ways to Improve Resident Wellness**

*Faculty: Sherell Hicks; Charles Khoury*

Resident wellness initiatives are difficult to initiate and even harder to sustain. Our program has developed novel ways to prioritize our residents' well-being by forming mentorship groups, creating a faculty-funded organization to support our residents, and incorporating wellness forums into our curriculum. Through successful implementation, these interventions have helped cultivate a greater sense of camaraderie and increased resident satisfaction/morale. We will discuss how these innovative tools were created, how to overcome the associated challenges, and how to apply these changes in your program. Utilizing the ideas presented will help improve faculty/resident engagement and highlight your program's commitment to resident wellness.

**11:00 AM-12:00 PM**

**Living Well/Combatting Burnout: Implementing Wellness Days into Your Program**

*Faculty: Saadia Akhtar*

The ACGME Common Program Requirements expect residency programs to allow residents time off to attend to medical and mental health appointments. Programs can implement a wellness day process, which allows residents to have the opportunity to address their well-being needs.

**11:00 AM-12:00 PM**

**Living Well/Combatting Burnout: Starting a "Well-ective" in Your Program**

*Faculty: Loice Swisher*

This session aims to introduce the audience to the concept of a wellness elective and provide a framework to establish a program within their own institution. We have developed an asynchronous elective that focuses on the senior resident, who can individualize the content they explore based on their personal reflection and future career plans. We will present the structure of the elective along with pitfalls that have been encountered. We will provide examples of resident wellness capstone projects that have resulted from the elective.

**DEI**

**9:00 AM-9:50 AM**

**DEI & Disparities Curric 450: Systematic Processes for De-Biasing Residency Recruitment**

*Faculty: Christy Angerhofer; W Gannon Sungar*

The annual process of residency recruitment is a subjective assessment of hundreds to thousands of applicants within a given program. This process is unfortunately very prone to exposing and being affected by our inherent biases. Each of us has biases, but it is our job as residency program leaders to help our faculty recognize those biases and mitigate their impact through the residency recruitment process. This session will offer concrete examples of processes to identify, explore, and level biases affecting residency recruitment.

**9:00 AM-9:50 AM**

**DEI & Disparities Curric 450: Creating Equitable Curriculum**

*Faculty: Rosny Daniel*

This workshop focuses on teaching educators how to create and evaluate curricular materials for equity and anti-oppressive ideals. Learners will come away with an easy-to-use toolkit.

**9:00 AM-9:50 AM**

**DEI & Disparities Curric 450: Creating Change Through an Intern JEDI Book Club**

*Faculty: Andreia Alexander*

In this session, we will take you through a portion of a book club we created for our interns to introduce them to our Justice, Equity, Diversity, and Inclusion (JEDI) curriculum. We will also share with you some of our successes, lessons learned, evaluation tools, and preliminary results.

**9:00 AM-9:50 AM**

**DEI & Disparities Curric 450: DIY DEI: First Year Challenges**

*Faculty: Ashlea Winfield*

Many of the discussions for DEI utilize frameworks that rely on having an established committee and increased resources. The content of many of these lectures are broad, speaking on best practices like holistic review. While these talks are vital, there have been few discussions that give a practical approach to starting DEI efforts from scratch. This topic details my journey as one attending physician starting a DEI committee within a residency program with minimal resources. This talk will encompass strategies to develop achievable initiatives and how to collaborate with ongoing efforts within your department, moving from silos to collaborative units.

**CDEM**

**8:00 AM-8:30 AM**

**EM Medical Student Research Rotations — How to Make it Meaningful!**

*Faculty: Erin Simon; Kristin Drogell*

With recent changes in our ability to interact and interview medical students due to the pandemic, it is important to create meaningful elective rotations for medical students. We created a formal medical student research rotation to increase student exposure to emergency department faculty and residents. This allows students to participate in research, build their CV, shadow in the ED and increases productivity for resident and faculty research projects. It also allows for additional exposure for residency recruiting.

**8:30 AM-9:00 AM**

**Curric 230: Redefining Boundaries: Broadening the EM Clerkship Horizon to Incorporate Health System Science**

*Faculty: Mark Olaf*

The emergency department is a unique intersection of patient care. We find ourselves integrated into all aspects of healthcare. Navigating the complex network of healthcare delivery is challenging for many clinicians, so who better to teach the savvy and insights to our medical students than the physicians who do it every day. I'll share with the audience some strategies to incorporate health system science into an EM clerkship, with experience gained from a medical school at a multi-billion-dollar integrated health system that is a national leader in comprehensive care.

**8:30 AM-9:00 AM**

**Curric 230: REORIENTATION: Introducing Interns to Local Social Determinants of Health and Care Ecosystems**

*Faculty: Leonie Oostrom-Shah*

To deliver quality patient care, interns must quickly acquire knowledge of 1) the social determinants of health specific to their hospital's service area and 2) how their emergency department fits into a larger ecosystem of care and services within their city. This didactic makes the case that this information should be formalized and introduced early in training. We describe educational interventions to introduce interns to neighborhood and city history, highlight partnerships with local resources (shelters, food banks, addiction services), and present culturally and racially informed simulations that are adaptable to residency programs across the country.

**10:00 AM-10:25 AM****Teaching Trauma-informed Care (TIC) to Trainees: Curricular Content and Context***Faculty: Taylor Brown*

Trauma exposure is a highly prevalent experience for patients and providers in Emergency Medicine (EM). Trauma-informed care (TIC) is an effective framework to mitigate the negative health impacts of trauma and improve the learning environment for trainees. This session will apply the principles of TIC to both the content and context of the EM learning environment.

**10:25 AM-10:50 AM****EM Clerkship Grading Committees: A Solution for an Age-old Problem?***Faculty: Meredith Thompson; Megan Rivera*

With Step 1 changing to pass/fail, growing emphasis is being placed on clerkship grades as predictors for future residency performance. This makes clerkship grades even more important, yet there continues to be questions on their fairness and accuracy by students and the faculty that assign them. Group decision making in a grading committee may improve this process. In this session we will review the current literature, describe an approach for the EM clerkship, and discuss lessons learned from our experience.

**11:00 AM-12:00 PM****CDEM Curriculum 660: Harm Reduction for PWID During EM Clerkship***Faculty: Savannah Chavez; Steven Haywood*

Over 90,000 people died from an overdose in 2020. In the Emergency Department, (ED) we are uniquely positioned as the first point of contact for people at risk of overdose deaths. We have developed a curriculum for medical students to teach harm reduction and avenues of recovery for persons who inject drugs (PWID). Our curriculum includes 1. Interviews with PWID in recovery 2. Teaching safe injection practices 3. Buprenorphine in the ED 4. Distributing Naloxone5. Navigating the needle exchange. We hope to share our curriculum during the CDEM session to share our curriculum with others.

**11:00 AM-12:00 PM****CDEM Curriculum 660: Looking in the MIRROR — Patient Shadowing and Structured Reflection for M4 Clerkship Students***Faculty: Sam Corbo*

We describe the implementation of patient shadowing and guided, group reflection on bias and professionalism as a part of an EM clerkship. Each student shadowed a patient throughout their ED visit, writing a reflection. Afterwards, students discussed this in a session facilitated by Drs. Pavlic and Sonnenberg from our department's Division of Global and Population Health. Students addressed their own biases and created actionable professionalism goals to improve future patient encounters. Introspection and addressing bias are not routinely addressed in already content heavy EM rotations, but these practices are crucial to providing good patient care.

**11:00 AM-12:00 PM****CDEM Curriculum 660: Beyond the Ivory Tower: Creating a Community EM Subspecialty Elective for Fourth Year Students***Faculty: Morgan Wilbanks; McKenna Knynch*

The practice of EM varies widely among practice settings, with most students generally exposed to academic institutions on their core rotations. However, community EM has many unique challenges and learning opportunities which we feel are valuable for learners. This session will go through the process we used to create a community EM elective for fourth-year students. This elective is based on viewing community EM more like a subspecialty and is meant to complement, not replace core fourth-year rotations. We will discuss how we built the curriculum using input from all stakeholders and share our curricular design.

**11:00 AM-12:00 PM****CDEM Curriculum 660: Let's Put an End to "The Doctor-Nurse Game": Educational Techniques to Improve Communication***Faculty: Nicole Dubosh; Amanda Doodlesack*

Communication between nurses and physicians is vital to providing effective patient care, yet it is known to be sub-optimal. In both medical schools and residency programs, formal communication training with nursing is lacking. This session will discuss how to identify shortcomings and improve trainees' communication skills with nurses.

**11:00 AM-12:00 PM****CDEM Curriculum 660: Curricular Innovations in Simulation: Lessons Learned from the COVID-19 Pandemic***Faculty: Tiffany Moadel; Nur-Ain Nadir*

Over the past year and a half, educators and learners in emergency medicine have faced several challenges, largely caused by the need to socially distance during the pandemic. In response to these challenges, we as simulation educators have used several innovations to continue our educational programs and, in some instances, to replace lost clinical experience. This session will present several simulation-based innovations that can be easily implemented by emergency medicine UGME and GME programs for curricular enhancement, and ones that we think will continue even after social distancing restrictions have been lifted.

**11:00 AM-12:00 PM****CDEM Curriculum 660: Virtual Clerkship Didactics: Best Practices and Lessons Learned***Faculty: Navdeep Sekhon*

In our EM Clerkship, we utilize a team-based learning (TBL) approach to our required didactic curriculum. Since COVID-19, our didactics have all been delivered in a virtual format. Our course evaluations pre- and post-initiation of the virtual platform for TBL suggest that virtual TBL is as effective as TBL in-person. When asked if teaching sessions were effective, students averaged 4.59/5 in-person and 4.68/5 virtually ( $p=0.24$ ). Here, we discuss the utility of virtual TBL and best practices for implementation of interactive virtual clerkship didactics.

**MedTech****9:00 AM-9:50 AM****Holes in the FOAM 550***Faculty: Andrew Grock; Jay Khadpe*

Residents are increasingly turning towards online resources (FOAMed) for their education, yet critiques of FOAM remain. Specifically, FOAM is entirely decentralized and can be difficult to navigate, second, it often lacks the traditional peer review process which makes quality assessment necessary, and it may lack comprehensiveness. As such, education is needed on how best to navigate, quality assess, and understand the comprehensiveness limitations of these resources.

**9:00 AM-9:50 AM****Avoiding Death by PowerPoint: Best Practices in Multimedia Slide Design***Faculty: Caroline Astemborski*

Session will discuss Mayer's principles of multimedia designs and apply them to slide design. In the session, you will receive a recipe for how to create visually appealing lectures.

**9:00 AM-9:50 AM****Who Says Efficiency Can't Be Taught?***Faculty: Eric Blazar; Guy Carmelli*

Efficiency is a learned skill that is often informally taught. We sought to create an efficiency curriculum using gamification through online module learning. We will present our learning modules as well as preliminary data. We hope to provide attendees the tools to formalize teaching efficiency.

**9:00 AM-9:50 AM**

**Precision Focus: How to Work Out Your Attention Muscle to Get Things Done**

*Faculty: Jennifer Kanapicki*

We live in a world where we are constantly bombarded with distractions. The ability to remain focused is key for academic productivity and career success. Without focus, you are less able to write that grant or submit that paper. Technological advances of our time coupled with our brain craving dopamine rushes, tempt us to choose the less cognitive challenging activity. To achieve precision focus you need to choose one meaningful subject to apply your attention to manage distractions and apply tools to consciously redirect your mind each time it wanders. Strengthen your attention muscle and achieve precision focus.

**9:00 AM-9:50 AM**

**Residents as Educators — A “Teaching Toolbox”**

*Faculty: Paul Benz*

Data was collected using a pre-survey that revealed an opportunity to improve resident knowledge and comfort with teaching in the Emergency Department. To address this, we developed a mobile “Teaching Toolbox” that contains descriptions of various teaching methods that residents can reference at each pod in the ED using a “QR Code”. This session will include a description of the “Teaching Toolbox” and a discussion of the post-survey findings that will be collected after its implementation.

**Navigating Academic Waters**

**8:00 AM-8:30 AM**

**Peer Magic 8 Ball: Promoting Scholarship in Mastermind Groups**

*Faculty: Julie Cueva; Jeanette Kubedin*

Peer mentorship is a unique way to promote scholarship within a psychologically safe space for faculty. In particular, junior faculty may benefit from this model when provided in a structure such as a mastermind group. This session will give participants the tools and resources to leverage the concept of peer mentorship to advance the professional career goals of faculty at their own institutions.

**8:30 AM-9:00 AM**

**Leading and Teaming in Education Scholarship: The Art of Fostering Successful Collaborations**

*Faculty: Teresa Chan; Jaime, Jordan; Sree Natesan*

Collaboration is the key to productivity and success. Fostering the talents and skills of your team is crucial to success. Leadership skills in the research and scholarly domains are rarely taught, but our expert panelists have led dozens of teams towards success in achieving scholarly outputs (from grants to publications). Our expert panelists will share secrets on how to excel in this art by creating agile and empathetic teams, cultivating individual talents, and “money balling” team members skills to optimize productivity and scholarship.

**11:00 AM-12:00 PM**

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

*Faculty: Camie Sorensen*

More than 75% of emergency physicians will be sued during their careers. Listen to a doctor & a lawyer discuss litigation. Dr. Sorensen shares how she went from being baffled to empowered when she was sued 10 years into her career. Ms. Pollara lends her expertise on what doctors need to know.

**MedEd Scholar**

**9:00 AM-9:25 AM**

**Get Framed-- Conceptual Frameworks and Why They are Essential for Your Next Project**

*Faculty: Benjamin Schnapp; Holly Caretta*

Conceptual frameworks are key for creating meaningful scholarly projects, but many academic physicians may feel uncomfortable with exactly what constitutes a conceptual framework and how to integrate it into their work. At this session, education scholarship experts will demystify this often-confusing topic and help you understand how to integrate them seamlessly into your next project.

**9:25 AM-9:50 AM**

**So it's Not Destined for the New England Journal: Venues for Your Education Scholarship**

*Faculty: Kaushal Shah*

Medical education scholarship can be difficult to publish in mainstream EM journals, as it is often difficult to show robust patient-centered outcomes. Understanding where education scholarship can be published is key to getting your projects across the finish line and into journals. This session focuses on high-yield venues and strategies for getting your work out there.

**10:00 AM-10:50 AM**

**Maintaining Momentum from Start to Finish — How to Get Projects Published!**

*Faculty: Sree Natesan; Eric Shappell; Adaira Landry*

With multiple responsibilities competing for the time and attention of academic faculty, it is difficult to find the activation energy to start a project and fight against the inertia that often creeps in. Come learn about project management strategies to help maintain the momentum from start to finish to help propel your productivity.

**EMARC**

**8:00 AM-9:00 AM**

**Problems and Solutions Discussion**

*Faculty: Jennifer Cassidy*

**9:00 AM-9:50 AM**

**Resilience Training for the Program Coordinator**

*Faculty: Saadia Akhtar; Sarah Greenberger*

In today's ever-changing world, it is often hard to feel that you are prepared to deal with both professional and personal challenges. Resilience training is an important life skill that can help program coordinators face such challenges and improve their overall well-being and decrease burnout.

**10:00 AM-10:50 AM**

**Building Your Network: Building Relationships and Working with GME Coordinators at Your Institution**

*Faculty: Jennifer Cassidy*

**11:00 AM-12:00 PM**

**Topical Small Groups from Day 1 List Generation**

*Faculty: Jennifer Cassidy*

**Chief Resident**

**8:00 AM-8:30 AM**

**Overcoming Zoom Fatigue: Strategies for Mastering Virtual Didactics**

*Faculty: Sree Natesan*

COVID-19 has moved our lives in ways we never imagined. We are now trapped on virtual platforms such as Zoom and Google Hangout. Hours behind a screen without true connection has led to Zoom Fatigue. Come learn tips of the trade on how to increase interactions, connection, engagement, and more.

**8:30 AM-9:00 AM**

**Passing the Baton: How to Maximize the Chief Handoff**

*Faculty: Arlene Chung; Duncan Grossman*

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

**9:00 AM-9:50 AM****Becoming the Supervisor: Pearls and Pitfalls of Managing New Faces in the Emergency Department***Faculty: Allison Beaulieu; Lauren Willoughby; Simial Li-Sauerwine*

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

**10:00 AM-10:25 AM****Work-Life Balance: Why it Doesn't Work, and How to Design the Life You Want***Faculty: Al'ai Alvarez; Jennifer Kanapicki*

Work-life balance does not work. Most of us have similar core values, yet we personalize each one differently. This requires boundary setting for when to integrate work into our life. Going beyond work-life balance, we can be more intentional about addressing specific areas to live the life we want. Using practical tips, we can manage our tasks, projects, and commitments to align with how we want to design our own life.

**10:25 AM-10:50 AM****How to Kick Butt at Middle Management***Faculty: Benjamin Schnapp*

The middle manager role is a tricky one – you are seen as a leader but rarely have the power to make significant changes on your own. An understanding of your multiple roles as a middle manager can help you excel and impress everyone from residents to your chair.

**11:00 AM-12:00 PM****Chief Resident Speed Dating: Innovating Together Workshop***Faculty: David Haidar; Allison Beaulieu*

Oftentimes the first step to innovation at your own program is to be inspired by what is happening at other programs. Through brief guided small group discussion participants will be exposed to some of the best (and worst) ideas and practices in play at programs around the country.

**Research****12:00 PM – 1:30 PM****The Best of Innovations Abstracts 2022***Faculty: Bryan Kane; Nicholas Hartman***5:00 PM – 6:30 PM****Moderated Poster Session***Faculty: Bryan Kane; Nicholas Hartman***Day Three  
Tuesday, March 29****Specialty****11:00 AM-1:00 PM****Diversity Consult Service**

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.

**12:30 PM-2:30 PM****Remediation Consult Service**

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.

**1:30 PM-3:00 PM****Education Scholars Research Consult Service****Best Practices****8:00 AM-8:50 AM****Admin & Crisis Mgmt 550: Rolling with ALL the Punches — Keeping the Team Moving Forward Through Simultaneous Crises***Faculty: Anwar Osborne; Bradley Wallace*

Residency leadership is a team sport. With the increasing number of regulations and tasks that require attention by PDs, APDs, and PCs, any loss of a team member shifts a significant burden to the others to keep the program afloat. Over the last year, the presenters have experienced multiple simultaneous leaves of absence in their team requiring rapid, unplanned shifting of responsibilities. Despite this, all the normal mechanics of a functioning residency successfully continued. In this session, the team will present their experiences, their reflections on coping mechanisms, planning strategies, and how these experiences led to personal and professional growth.

**8:00 AM-8:50 AM****Admin & Crisis Mgmt 550: Own Your Scheduling Metrics: Measurement and Implications of Data-Driven Schedule Tracking***Faculty: Dan Egan; Eric Shappell*

This session will cover practical metrics that can help you meet a wide range of goals including leveraging your most effective teaching faculty, ensuring equity in shift distributions, and driving your workplace-based assessment system. We will cover what metrics are most helpful, how to efficiently obtain them, and how they can be used to promote the change you need to advance your program.

**8:00 AM-8:50 AM****Admin & Crisis Mgmt 550: Shift Length in Residency Training***Faculty: Stacey Frisch; James Willis*

Shift length in Emergency Medicine training programs vary significantly. This presentation will engage in a thought-provoking discussion of the decision making behind shift length in emergency medicine, residency and the work force outside of medicine. We will review the literature available on the topic. We will discuss the process of changing the shift length at our program and pitfalls encountered. We will incorporate a survey about the current practices of the CORD Community programs.

**8:00 AM-8:50 AM****Admin & Crisis Mgmt 550: #TeamChief: Engaging Your Senior Class***Faculty: David Duong; Charlotte Wills*

Just prior to the pandemic, the rising senior class crafted a proposal in which the entire class would share chief resident duties. We were admittedly skeptical. Would the work be shared equally? Would the communication be poor? Would the work get done? We took a leap of faith with this class, and thus was born #TeamChief. Then COVID struck. And we would not made it through the year without their engagement, enthusiasm, and innovation in a year turned upside down and virtual. We will discuss what worked and why, as well as challenges now into year 2 of #TEAMCHIEF.

**8:00 AM-8:50 AM**

### **Admin & Crisis Mgmt 550: How to Start a Specialty Track at Your Program**

*Faculty: Geoff Comp*

Scholarly tracks have emerged in emergency medicine residencies to allow specialized training for residents interested in a variety of EM specialty topics ranging from admin or research to EMS, or wilderness medicine. They can be a benefit to the residents through advanced training and exposure, career guidance, mentorship, and preparation for a potential academic career. A program can benefit through the additional production of scholarly work, recruitment talking points, and improving resident wellness and success by allowing additional exploration of their interest. However, many programs with interested residents do not have a well-developed or established track system. I am so excited for an opportunity to share our experience here in Phoenix, to prepare interested CORD members to set up their own system! They will learn about the process from implementation to evaluation and will gain the tools to effectively establish a successful and longstanding specialty track curriculum at their program.

**9:00 AM-10:50 AM**

### **CORD Business Meeting**

*Faculty: Tiffany Murano*

The CORD Business & Membership Meeting

**11:00 AM-12:00 PM**

### **RRC Update & Q&A**

*Faculty: Doug McGee; Felicia Davis*

**2:30 PM-3:20 PM**

### **Gender Equality Panel: #HeForShe, #SheForShe, and #UsForShe: Advocate for Gender Equity in Emergency Medicine**

*Faculty: Al'ai Alvarez; Alexandra Mannix; Melissa Parsons*

According to a 2017 study, \$19,418 is how much fewer female physicians make than their male counterparts in academic EM. Gender inequity is also seen in promotions, tenure, and more, with COVID-19 further exacerbating inequities. In this panel discussion, we will provide allyship strategies for advocating for gender equity.

**3:20 PM-3:45 PM**

### **Communication: "Are You Effective? Are You Teachable?" Dive into the Dynamics of the Resident Attending Relationship**

*Faculty: Charney Burk; Xian Li*

The fundamental unit of residency is the resident-attending relationship. But do we talk enough about the common ways this relationship goes awry? Using our perspectives as an attending and resident we will shed light on the ways we unknowingly limit the potential of this relationship through commonly encountered challenging interactions. We will discuss the "chameleon", "apathetic" and "failure-to-launch" residents and the "one way attending", "go with the flow doc" and "timeless teachers". We will reflect on the cognitive biases at play and discuss strategies to address these scenarios and maximize the fruitfulness of the resident-attending relationship.

**3:50 PM-4:20 PM**

### **Leadership: Long Term Survivor. What are the Secrets to Program Director Longevity?**

*Faculty: Thomas Perera; Ted Gaeta*

Being program director is the best job I can imagine but the longevity of program directors in emergency medicine has remained short. This session aims to look at several strategies to improve job satisfaction and extend the life of a program director

**4:20 PM-5:00 PM**

### **Mentorship 440: Coaching Shifts: An Innovative Model for Quality Feedback**

*Faculty: Samantha Stringer; Charles Brown*

Coaching shifts were created as a shift structure designed to improve the feedback received by junior residents. These are focused mentorship shifts during which senior residents (or faculty) work one-on-one with

junior residents as they begin to work their first isolated, overnight shifts. These "coaching shifts" were a way for senior residents to give focused, individualized feedback to junior learners in a relatable and receptive format. The goal of this talk is to discuss how coaching shifts work and share my data that prove that they provide higher quality feedback than standard shifts.

**4:20 PM-5:00 PM**

### **Mentorship 440: Attending Life Skills 101: A Focused Curriculum for Your Senior Residents**

*Faculty: Leah Bright; Kamna Balhara*

Senior residents approaching graduation may start to consider the nuances of becoming attending physicians, including topics such as contract negotiation, medical malpractice, and financial management, along with elements of independent practice, including navigating conflict or learner and APP supervision. However, these are not traditionally covered in core EM curricula. With senior residents acting as design partners, we implemented a longitudinal curriculum on succeeding personally and professionally as attending physicians. In this session, we describe existing literature and best practices on such curricula, our replicable approach to creating this curriculum at any program, and the specific components of our curriculum.

**4:20 PM-5:00 PM**

### **Mentorship 440: Hands on Approach to Assisting the Resident Job Search**

*Faculty: Saumil Parikh; Sumintra Wood*

Considering the recent ACEP EM Physician Workforce report which concluded that there would be 9,000+ surplus emergency medicine (EM) physicians by 2030, compounded with the COVID pandemic, the job market for new graduates can be very intimidating. We have developed a 5-pronged approach that helps give programs specific steps to assist their seniors with their job search and help prepare them for success post-residency.

**4:20 PM-5:00 PM**

### **Mentorship 440: Resident Support with Career Development & Job Hunt**

*Faculty: Stacey Frisch; Nathan Zapolsky*

This session is created to guide faculty and residency leadership to best prepare their residents for success in today's job market. Participants will learn ways to expose residents to diverse facets of emergency medicine and encourage their career development. We will also discuss ways to coach residents through the application process to ensure that your residents are prepared for success.

## **CDEM**

**8:00 AM-8:50 AM**

### **Forget the SLOpedo, Where Did All the Water Go? Advising Students in Light of the EM Workforce**

*Faculty: Shruti Chandra; Mark Olaf; Michael Pasirstein; Caitlin Schrepel*

The recent EM workforce report was shocking to many practicing EM physicians and residents. Medical students were equally shocked. Advisors around the country have been faced with challenging questions regarding the future of EM and asked to give advice that suddenly has more weight than it has in the past. As leaders of the Advising Students Committee in EM (ASCEM) in CORD, we have prepared advice for advisors to share with students regarding the future of EM. This advice will serve as a starting point and will be turned into a new guide for students and faculty.

**9:00 AM-9:50 AM**

### **Clerkship Counseling Conundrums: Advising Medical Students Applying in Emergency Medicine**

*Faculty: Nicole Dubosh; Doug Franzen; Julianna Jung*

Students applying to EM are facing new and ever-changing challenges. As medical educators and advocates for our students, we strive to help them succeed. We will discuss the most up to date recommendations and strategies for advising students pursuing EM considering consensus recommendations and the competitive nature of our specialty.

**10:00 AM-10:50 AM****Vloepedoes: When SLOEs Go Viral**

*Faculty: Adam Kellogg; Sarah Dubbs; Lucienne Lutfy-Clayton*  
This 50-minute didactic will build on the work in SLOEpedo and SLOEpedo 2.0, exploring the unique challenges the pandemic and single SLOE season presented for letter writers. We will present excerpts from actual SLOE to illustrate how our words can be received and how the single SLOE dramatically changed our SLOE impact on applicants' likelihood for matching. Best practice SLOE writing, avoiding bias, and avoiding unintentional SLOEpedo will be emphasized through real examples.

**11:00 AM-11:25 AM****Student Perspectives on Changes to the Residency Application Process**

*Faculty: Melanie Camejo; Liza Smith*  
Students are one of the biggest stakeholders when it comes to making changes to the residency application process. We surveyed EM bound senior medical students to gather their opinions about some of the recent updates and proposed modifications to the application process. We will share with you their perspectives on concepts such as application and interview capping, preference signaling, and how to stand out with the transition of Step 1 becoming pass/fail.

**11:25 AM-11:50 AM****EMATCH: Can a Reassurance Tool Change Applicant Behavior?**

*Faculty: Lucienne Lutfy-Clayton*  
The Emergency Medicine Applicant Tool of Common Hang-ups EMATCH was developed in collaboration between EMRA, APIC and ASCEM to meet the self-identified needs of our applicants to better understand their own competitiveness. Over the 2019 and 2020 seasons, EMATCH received more than 2000 responses from applicants. These responses will be the backbone of this presentation naturally comparing the classic and not so classic seasons and how applicant behavior changed with the tool's reassurance. We will strive to look forward to maximizing our impact on applicant behavior and curb over application.

**1:30 PM-2:20 PM****Exploring Innovations in the Residency Application Process, on Behalf of APIC**

*Faculty: Melanie Camejo; Alexis Pelletier-Bui; Benjamin Schnapp; Liza Smith; Elizabeth Werley*  
This session will introduce and discuss several novel concepts being proposed or adopted as part of the residency application process. These novel concepts include preference signaling, application and interview caps, an early match pathway, supplemental applications, and new metrics such as grit scores. Presenters will discuss the ideology of each concept and review available scholarship and experiences from other specialties to inform and offer perspective on potential incorporation of each concept into the EM application process.

**2:30 PM-3:20 PM****CDEM 450 Recruitment: Developing Internal Validation in Residency**

*Faculty: Randy Sorge*  
Our society cultivates self-image on external factors (e.g., number of "followers/likes"). In residency, difficulties arise as most feedback offers areas for improvement rather than praise. This session covers ways to cultivate a healthy and realistic self-image to sustain a career in medicine.

**2:30 PM-3:20 PM****CDEM 450 Recruitment: eSLOE 2.0: the Worldwide Release!**

*Faculty: Sharon Bord; Cullen Hegarty*  
In this session we would love to share the past five years' worth of eSLOE data, results of a 2021 eSLOE survey regarding thoughts and suggestions on the letter, and we will unveil the newest version of the eSLOE: eSLOE 2.0! We will finish up the session by giving some key teaching regarding how to fill out an eSLOE. We think this session will be critical to get letter writers and readers ready for application season 2022!

**2:30 PM-3:20 PM****CDEM 450 Recruitment: Residency Selection Factors and the Interview Process**

*Faculty: Nicholas Mandelis*  
Discussion regarding a survey we performed to investigate how to: 1: streamline the interview process and optimize the interview experience. 2: Highlight and/or identify strengths of our program from the applicants view. 3: Identify weakness and deterrents to interview acceptance or rank list submission. We performed a 3-part blinded internal survey of 200 applicants including questions before the interview, after the interview, and after Match day. We believe this is a generalizable and heterogenous pool of applicants that could offer insight for other programs. This will be an ongoing survey performed annually at our institution to refine our recruitment process.

**2:30 PM-3:20 PM****CDEM 450 Recruitment: Ensuring a Safe Place: Supporting Diverse Residents**

*Faculty: Ernesto Romo*  
During this lecture learners will be introduced to a variety of techniques for supporting the wellness of their diverse trainees. They will learn how identify areas in their hospital that maybe in need of biases training, how to develop policies for dealing with racist patients and other techniques for creating a safe learning environment for diverse trainees.

**3:20 PM-3:45 PM****Stomping out Mistreatment and Improving the Learning Environment- What we Know and Best Practices**

*Faculty: Adedoyin Adesina; Navdeep Sekhon; Sarah Bezek*  
This didactic will begin with an overview of the research regarding improving the learning environment and reducing mistreatment in the Emergency Department. We will then identify barriers to improving the learning environment. Then we will discuss best practices on how to create a safe learning environment and we will discuss how we have successfully improved the learning environment in our Emergency Department using: a low stake reporting system with a tracking system, the use of positive feedback via a High Five Award, and the creation of a departmental multidisciplinary mistreatment and learning environment committee

**Navigating Academic Waters****8:00 AM-8:25 AM****The ART of Negotiation — How to Get What You Want**

*Faculty: Maria Moreira*  
We know negotiation skills are very important in business. However, they are also important in life in general.

**8:25 AM-8:50 AM****Un-busy Yourself: Practical Strategies to Manage Your Time Better**

*Faculty: Christina Shenvi*  
Too often we are busy without being productive. Our days are full without being fulfilling. We have too much on our plates and not enough time for the things that matter most. Managing your time is not just something you do; it's how you do everything in your life. When we think about time management, often things like task apps, calendars, and scheduling programs come to mind. However, good time management requires a much deeper understanding of our own minds. This session will combine the cognitive, motivational, and operational skills needed to completely rethink your time management.

**9:00 AM-9:50 AM**

### **Navigating Parental Leave as Residency Leadership**

*Faculty: Sally Bogoch; Julie Cueva; Shivani Mody; Nathan Zapolsky*

Parental leave is an incredibly personal time that allows for family bonding. While each family experience is unique, we hope to provide insight into how to navigate this emotionally challenging time while maintaining career identity by reflecting on our own experiences + through best practices.

**10:00 AM-10:50 AM**

### **Feedback Under Fire: An Evidence-Based Guide on How to be a More Effective Teacher in the ED**

*Faculty: Katarzyna Gore; Sree Natesan*

Feedback is integral to learning. However, just because we give feedback doesn't mean learners will identify it as feedback or incorporate it into practice. In this session, we will highlight evidence-based best practice recommendations on feedback and apply this in practice.

**11:00 AM-11:50 AM**

### **Inbox Zero or Inbox Zen?**

*Faculty: Al'ai Alvarez; Nichole Battaglioli; Arlene Chung*

As academicians, we are always inundated with emails. Managing our inbox is a tough skill that all of us need to effectively balance our work and personal lives. Time away from the office, planned or otherwise, can cause unduly angst for when we return to work. How do we enjoy our time away from work, not worry about our mailboxes, and return without drowning? We offer several tips and strategies to achieve inbox zen.

**3:20 PM-3:45 PM**

### **Imposter Syndrome or Do I Just Suck?**

*Faculty: Vonzella Bryant*

Even the greatest minds like Albert Einstein and Maya Angelo have suffered with Imposter Syndrome. Why not us, ED educators? I will describe what Imposter Syndrome is, examples in practice and tools we can use against it, together.

**3:50 PM-4:20 PM**

### **Dealing with Disappointment: Picking Up the Pieces When Things Go Wrong**

*Faculty: Miriam Kulkarni; Mary McLean*

Physicians are often unprepared for early career disappointments such as not being promoted or chosen for a desired role. Research suggests that these physicians often leave academics or medicine entirely. This presentation will provide a framework for enduring setbacks and becoming stronger.

**4:20 PM-5:00 PM**

### **Everybody Wins! How Accountability Buddies Help Everyone Reach Their**

*Faculty: Julie Cueva; Nathan Zapolsky*

The concept of professional accountability partners has been established in multiple fields and sports. Different from coaching or mentoring, these partnerships foster mutual development and help all parties create and complete their professional and personal goals. This session will provide participants the steps and strategies needed to create and maintain accountability relationships to achieve their goals, which can not only lead to career advancement but may also enhance overall well-being by restoring joy in work.

## **EMARC**

**8:00 AM-8:50 AM**

### **Data, Metrics, and Dashboards: Organizing Info to Make Your Job Easier**

*Faculty: Jennifer Cassidy*

**9:00 AM-10:50 AM Join BP Track**

### **CORD Business Meeting**

*Faculty: Tiffany Murano*

The CORD Business & Membership Meeting

**11:00 AM-12:00 PM Join BP Track**

### **RRC Update & Q&A**

*Faculty: Doug McGee, Felicia Davis*

**1:30 PM-2:20 PM**

### **Small Group Share — Bring a Tool to Share**

*Faculty: Jennifer Cassidy*

## **DEI**

**1:30 PM-2:20 PM**

### **How to Approach Microaggressions and Racism on a Clinical Shift**

*Faculty: Christy Angerhofer, W Gannon Sungar, Jeffrey Druck; J Ward-Gaines*

This session will be presented as case-based scenarios of common incidents of microaggressions and racism from both a recipient of the racism and as an ally. The small group facilitators will work through cases with groups and provide tips on language to use to combat these incidents.

**2:30 PM-3:20 PM**

### **Sticks and Stones: Microaggressions in the Electronic Health Record**

*Faculty: Mary McLean; Yomna Nassef; Evan Ou*

The April 2021 CURES Act enabled patients to easily read their own electronic health records, bringing to the forefront the pervasive use of microaggressions in everyday medical language and documentation. (Think of common words like "abuse" and "noncompliant.") We aim to raise awareness of this long-standing and universal issue and provide remedies to check our own bias, change our language, teach our peers and learners, and mitigate potential harm that may come from microaggressions in the EHR.

## **MedEdScholar**

**3:50 PM-4:20 PM**

### **The Nuts and Bolts of MedEd Scholarship**

*Faculty: Jaime Jordan; Lainie Yarris*

Medical Education Scholarship is the key that unlocks many opportunities including developing a niche, national reputation, and promotion. However, many of the basics, such as searching the literature and analyzing your data, are more challenging than they first appear. Come learn the nuts and bolts of scholarship to make it more feasible and approachable, with practical tips to start advancing your career.

**4:20 PM-5:00 PM**

### **The Manuscript Write of Passage — How to Overcome Writer's Block and Write an Amazing Manuscript**

*Faculty: Teresa Chan*

You've done an amazing project and can't wait to share it with the MedEd community. Just one problem: you're staring at an empty Word document and can't bring yourself to get started. Come learn how the experts make the daunting task of manuscript writing into a piece of cake.

## **MedTech Workshops / DIY Procedures**

**8:00 AM-8:25 AM**

### **Hands-On Learning They'll Never Forget: Building an Amazing Cadaver Lab Workshop**

*Faculty: David Carlberg; Jessica Palmer*

Whether you need to get your cadaver lab off the ground or raise your lab's game from good to great, this session will help. Once you have a lab space and a source for cadavers, the real work begins. We'll discuss best practices including determining group size, faculty distribution, procuring equipment (including from E-Bay), dealing with vendors, and teaching both airway and heroic procedures. A well-done cadaver lab is one of the best educational opportunities of residency!

**8:25 AM-8:50 AM****iMovie Producers Workshop***Faculty: Nicholas Musisca; Anita Knopov; Amy Matson***1:30 PM-2:20 PM****MedTech Exhibit: Keep an Eye Out! Lateral Canthotomy Trainer***Faculty: Jonah Gunalda; Benjamin Parva*

This presentation will teach learners about the construction and utilization of a low-fidelity simulation for lateral canthotomy and cantholysis. The application of this particular model as an instruction tool for a residency in a level-1 trauma center will also be explored.

**1:30 PM-2:20 PM****MedTech Exhibit: SIM Cricothyrotomy Model***Faculty: John Schneider*

A 3-D printed cricothyrotomy model, pig skin, and multiple mechanisms to simulate active bleeding with an incision are used to create a “do it yourself” cricothyrotomy model. The purpose of this model is to be a cheap, reproducible, and more realistic simulation for a high acuity, low occurrence procedure. This model can be quickly reassembled and for repetition, future use, and deliberate practice of this procedure.

**1:30 PM-2:20 PM****MedTech Exhibit: Tofu Peripheral IV Trainer***Faculty: Melissa Yu*

The purpose of this session is to introduce an inexpensive and easy-to-make ultrasound phantom made from tofu used for ultrasound-guided peripheral IV training. The session will go over the simple steps involved in making the tofu model.

**1:30 PM-2:20 PM****MedTech Exhibit: DIY Knee Aspiration Trainer***Faculty: Tim Young, Sierra Garrett*

How to make a simple and affordable knee aspiration trainer for simulation.

**1:30 PM-2:20 PM****MedTech Exhibit: SHREC***Faculty: Tim Young***1:30 PM-2:20 PM****MedTech Exhibit: Foot Foreign Body***Faculty: P Bitange***1:30 PM-2:20 PM****MedTech Exhibit: DIY Femoral Nerve Block Trainer***Faculty: Casey McGillicuddy***2:20 PM-3:20 PM****Podcasting Workshop***Faculty: Kimberly Bambach; Matthew Dillion; Ranjita Raghavan; Shreyans Sanghvi; Andrew Little***3:20 PM-3:45 PM****Conference CPR: Serious Gaming***Faculty: Thomas Perera; Pinaki Mukherji*

Every academic chief wants to remake conference and do away with traditional lectures, but with very similar end results. This session will outline conference delivery using gamification and game formats beyond ubiquitous “PowerPoint Jeopardy.” From low-tech to Wi-Fi enabled, adapting existing games and online apps and technology to teaching can allow educators to increase engagement without downplaying content. After adapting to virtual teaching, many of us are returning to live sessions but there is an opportunity to utilize the increased comfort with online tools. After this session, participants will have added new presentation tools and ideas to their conference format.

**3:50 PM-4:20 PM****Gamification Workshop***Faculty: Allison Beaulieu; Simial Li-Sauerwine; Andrew Kendle*

During this session, we will describe some of the benefits to incorporating gamification/serious games into conference. We will then go through some tips to successful gamification, dangerous pitfalls to avoid, and some examples of previous games used during our resident conference.

**MedTech****1:30 PM-2:30 PM****MedTech: Social Media & Recruitment — IG Edition***Faculty: David Haidar; Samantha Stringer; Kathryn Ritter*

Virtual recruitment became a necessity last year due to COVID. This year, we have new skills and new ways to recruit and need to find ways to integrate them into our in-person interviews. We will discuss how to utilize your social media, specifically Instagram, to build your residency brand and showcase your program all year long!

**1:30 PM-2:30 PM****MedTech: Virtually Board Certified***Faculty: Frannie Rudolf; Kristy Schwartz*

This is a workshop for how to put on your own virtual mock oral boards. After attending this session, participants will have a framework that delineates the number of faculty and cases needed for any residency size, examples of block schedules that maximize faculty and learner time, and a step-by-step demonstration showing how to seamlessly administer the cases and move throughout the examination via breakout rooms on a virtual platform. Participants will be provided the tools to administer a mock oral boards session that resembles the ABEM virtual oral boards as closely as possible.

**1:30 PM-2:30 PM****MedTech: Serious Fun: How to Create a POCUS Escape Room***Faculty: Kelly Medwid; Leila PoSaw; Mark Supino*

Game based learning, through gamification and serious games, has the potential to optimize learning outcomes, as learning through play and fun improves attitudes and motivation. Satisfaction rates are generally high and positive changes in learning and behavior have been reported. A comprehensive and practical understanding of game-based learning is important to medical educators. We would like to share our experience and success with a POCUS Escape Room style game at Jackson Memorial Hospital. We think that has special relevance in difficult to teach areas, such as point of care ultrasound, professionalism, and patient safety.

**Day Four  
Wednesday, March 30****Specialty****8:00 AM-9:30 AM****Best of Research Abstracts of 2022***Faculty: B. Kane; N. Hartman*

Combined all tracks

**9:30 AM-10:30 AM****Life After PD — Transition to Becoming Administrative Medical Director of an ED.***Faculty: Jan Shoenberger; Moshe Weizberg; Wally Carter; Marianne Houghey; Stephen Hayden*

Many senior PD's often wonder — what's next for me? Where do I go from here? While there are many answers to that question, we will share our recent experience of having made the transition from PD to Administrative Medical Director.

**10:30 AM-12:00 PM****PD/CD Survival Stories***Faculty: Cynthia Price; Brian Bausano*

Discussion of real-world challenging situations that program directors and clerkship directors have experienced.



# Poster Moderators

# San Diego

**CORD would like to thank the following moderators for the 2022 Advances in Education Research & Innovation poster session.**

**David Andonian, MD, MPH**  
SUNY Upstate University  
Emergency Medicine Residency Program

**Lars Beattie, MD**  
University of Florida

**Jeremy Branzetti, MD, MHPE**  
Geisinger Community Medical Center

**Jennie Buchanan, MD**  
Denver Health

**Guy Carmelli, MD, MSED**  
University of Massachusetts Medical School

**Angela Chen, MD**  
Icahn School of Medicine at Mount Sinai

**Benjamin Cooper, MD**  
McGovern Medical School at the University of Texas Health  
Science Center at Houston (UTHealth)

**Molly Estes, MD**  
Loma Linda University Medical Center

**Abra Fant, MD**  
Northwestern

**Jenna Fredette, MD**  
Christiana Care Health System

**Ashley Garispe, DO**  
Saint Agnes Medical Center, Emergency Medicine

**Joshua Gentges, DO, MPH**  
The University of Oklahoma  
Department of Emergency Medicine

**Shane Jennings, MD**  
UT Southwestern

**Adeola Kosoko, MD**  
McGovern Medical School,  
The University of Texas Health Sciences Center  
at Houston

**Craig Krausz, MD**  
Saint Louis University

**Eric Lee, MD**  
Maimonides Medical Center

**Shawn London, MD**  
University of Connecticut

**Elise Lovell, MD**  
Advocate Christ Medical Center

**Alexandra Mannix, MD**  
UF Jacksonville

**Amy Matson, MD**  
Brown University

**Jonathan McGhee, DO**  
ChristianaCare

**Brian Milman, MD**  
University of Oklahoma

**Caroline Molins, MD MSMEd**  
AdventHealth

**Maria Moreira, MD**  
Denver Health Residency in Emergency Medicine

**Mohamad Moussa, MD**  
University of Toledo

**Jeff Riddell, MD**  
LAC+USC

**Michael Schindlbeck, MD**  
Cook County Emergency Medicine Residency

**Kristy Schwartz, MD, MPH**  
UCSD

**Jeffrey Siegelman, MD**  
Emory

**Camie Sorensen, MD, MPH**  
Saint Agnes Medical Center Emergency Medicine Residency

**Jeffrey Thompson, MD**  
University at Buffalo

**Christine Van Dillen, MD**  
Orlando Health

**P. Logan Weygandt, MD, MPH**  
Johns Hopkins

**T. Andrew Windsor, MD**  
University of Maryland

# Oral Abstract Presentations Schedule



## The Best of Innovation Abstracts 2022

Monday, March 28, 12:00 PM – 1:30 PM  
Grand ABC, lobby level Grand ABC, lobby level

Time	Title	Presenter
12:00 PM	Improving Student Documentation in the Emergency Department	Jonathan Brewer
12:10 PM	Titled Effectiveness of a Collaborative, Virtual Outreach Curriculum for 4th year EM-bound Students at an HBCU	Nicholas Hartman, MD, MPH
12:20 PM	Time to Dust Off Your Passport: A Roadmap to Enhance Your Path to the EM Workforce	Lauren McCafferty, MD
12:30 PM	Task Trainer Augmented Joint Reduction Training	Jeremy Riekema, MD
12:40 PM	Development of a Rigorously Designed Procedural Checklist for Emergent Cricothyrotomy for Assessment of Emergency Medicine Resident Performance	Andrew Rogers, MD
12:50 PM	The Social Emergency Medicine Mini-Curriculum: A Novel, Multifaceted Immersive Approach to Resident Education in Social EM	Erin Shuffleberger, MD
1:00 PM	Amazing & Awesome: Incorporating Positive Case-Based Discussion in Emergency Medicine Residency Curriculum to Improve Learning and Team Morale	Jessica Smith, MD
1:10 PM	Teaching Palliative Care to Emergency Medicine Residents Using Deliberate Practice-Based Simulation Format: LIVE DIE REPEAT	Jessica Stanich, MD

## The Best of Research Abstracts 2022

Wednesday, March 30, 8:00 AM – 9:30 AM  
Grand ABC, lobby level Grand ABC, lobby level

Time	Title	Presenter
8:00 AM	The Impact of On Shift Evidence Based Medicine Activity on Patient Care	Jeffrey Brown, BS
8:10 AM	Guided Imagery: An Adjunct to Teaching Central Venous Access	Sydney Cryder, DO
8:20 AM	The Leaky Pipeline in Emergency Medicine: Understanding Factors Pushing Women Away and Informing Interventions	Rose Diaz
8:30 AM	White Coat Study: Gender Bias in Emergency Medicine	Stacey Frisch, MD
8:40 AM	A National Survey of Emergency Medicine Medical Education Fellowship Directors: Roles, Responsibilities, and Priorities	Andrew Golden, MD
8:50 AM	Perspectives in Post-Pandemic Employment for Emergency Medicine Trainees	Jennifer Kaminsky, MD
9:00 AM	Towards an Explanatory Framework of Informal and Incidental Learning in Medical Education: A Deductive Analysis of Critical Incidents from Frontline Physicians Working During the COVID-19 Pandemic	Dimitrios Papanagnou, MD
9:10 AM	Impact of Faculty Incentivization on Completed Resident Evaluations	Viral Patel, MD
9:20 AM	Self-Compassion Predicts Intolerance of Uncertainty: A New Construct to Prepare Students for Clinical Uncertainty	Maria Poluch

# Moderated Poster Sessions



Monday, March 28, 2022

5:00 – 6:30 PM • Seaport DE, 2nd floor

## STATION #1

5:10 PM	Resident Clinical Exposure Variability at Graduation	Benjamin Schnapp, MD MEd
5:20 PM	Don't Break Their Hearts — Discharging Patients with Moderate Risk HEART Scores from the Emergency Department	Nadia Lehtihet, MD
5:30 PM	Emergency Medicine Resident RVU Trends at an Academic Medical Center	Meredith Von Dohlen, MD
5:40 PM	Exposure of Emergency Medicine Clerkship Students to Psychiatric Emergencies	Connor Knowles, MD
5:50 PM	High Sensitivity Troponin — 6 Hours is the Magic Number	Michael Nguyen, MD
6:00 PM	Temporizing Medications for Nonpregnant Patients Discharged from the Emergency Department with Abnormal Uterine Bleeding at a Single Urban Teaching Hospital	Dana Lev-Ran, MD

## STATION #2

5:20 PM	Female Mentorship in Academic Emergency Medicine	Leila Getto, MD (1,4)
5:30 PM	Creating a New Social Emergency Medicine Curriculum: A Needs Assessment	Ashley Vuong, MD (2,7)
5:40 PM	Improving Diversity Consciousness: Initiatives for Increasing Emergency Medicine Residency Diversity Recruitment	Kathryn Sulkowski, MD
5:50 PM	Racial Bias in Medical Student Standardized Letters of Evaluation (SLOE)	Al'ai Alvarez, MD
6:00 PM	The Influence of Patient Recognition of Resident Name on Patient Perception of Resident Empathy and Satisfaction in an Emergent Care Setting	Alexandra Bulga, MD

## STATION #3

5:00 PM	Patient, Physician, or Observer: Qualitative Analysis of a Peer Role-play for Developing Communication Skills	Jordan Feingold-Link, BS
5:10 PM	Residents' Perception of the Feedback They Receive	Corinne Espinosa, DO
5:20 PM	The Effects of Covid-19 Pandemic on the Post Graduate Plans of Emergency Medicine Residents	Megan Marcom, MD
5:30 PM	Residency Case Mix Impact on In-Service Training Exam Scores	Michael Kern, MD
5:40 PM	CORD COVID-19 Task Force Report on the Pandemic Impact on Graduate Medical Education	Leah Bralow, MD
5:50 PM	FOAM Authorship: Who's Teaching the Learners?	Andrew Grock, MD
6:00 PM	A Computerized Google Sheets Tracking System for ACGME Procedures Increases Reporting Numbers	Shannon O'Toole, DO

## STATION #4

5:00 PM	Emergency Medicine Program Director Perceptions of the Resident Selection Process Following the Transition to a Pass/Fail USMLE Step 1	Kevin Bray
5:10 PM	Emergency Medicine Program Leadership Preferences for In Person Versus Virtual Residency Interviews	Erin Karl, MD
5:20 PM	Medical Student Perceptions of the Virtual Interview Process for Emergency Medicine Residency Application	Damian Lai, MD
5:30 PM	Self-Assessment of Preparedness: Incoming Emergency Medicine Interns in the Era of COVID-19	Lorie Piccoli, MD
5:40 PM	Student-Forum Heuristics for Emergency Medicine Residency Program Application-Preliminary Thematic Analysis	Jacob Garcia
5:50 PM	The Off-Service Letter of Evaluation....the Over-Ranked Service Letter of Evaluation?	Jordan Gowman, DO
6:00 PM	Transitioning to Pass/Fail USMLE Step 1: Will Students from Less Prominent Schools be Adversely Impacted?	Christopher Kiefer, MD

## STATION #5

5:10 PM	Thinking Fast and Slow in Emergency Medicine Residents: Analytical Thinking Predicts In-Training Exam Scores	Philip Giddings, MD
5:20 PM	The Impact of Medical Education Fellowships on the Careers of Graduates	Jaime Jordan, MD
5:30 PM	Comparing Attending and Patient Evaluation of Medical Student Communication Skills on an Emergency Medicine Clerkship	Jason Lewis, MD
5:40 PM	CORD COVID-19 Task Force Report on the Pandemic Impact on Undergraduate Medical Education	Morgan Wilbanks, MD
5:50 PM	The Impact of COVID-19 on the Medical Student Emergency Department Clinical Experience	Samantha Shelhoss, MD
6:00 PM	Prez Drills: An Online Interactive Workshop to Develop Presentations Skills in Preclinical Medical Students	Alexis del Vecchio, MD

**STATION #6**

<b>5:00 PM</b>	Identifying Gaps in Ultrasound Education and Potential for a Digital Curriculum	<i>Michael Muradian, MD</i>
<b>5:10 PM</b>	Emergency Medicine Resident Use of a Differential Diagnosis Generator for Critical Patients in the Emergency Department	<i>Kate Romero, BS</i>
<b>5:20 PM</b>	An Analysis of Resident Generated On-Shift Evidence Based Medicine Questions	<i>Estelle Cervantes, BA</i>
<b>5:30 PM</b>	An Experiential Learning Curriculum to Enhance Emergency Medicine Residents' Situational Awareness of Patient Safety Hazards	<i>Casey Morrone, MD</i>
<b>5:40 PM</b>	Assessment of Emergency Medicine Residents' Situational Awareness and Perception of Patient Safety Culture in the Emergency Department	<i>Morgan Battaglia, MD</i>
<b>5:50 PM</b>	Virtual Simulation's Application to Assess Emergency Medicine Learners in the Post-COVID Setting: A Literature Review	<i>Jared Kilpatrick, MD (1, 6)</i>
<b>6:00 PM</b>	Just In Time Learning: EM Resident Search Strategies in Preparation for Performing a Simulated Dental Block	<i>Yuliya Pecheny, DO</i>

**STATION #7**

<b>5:00 PM</b>	Team and Leadership Performance: An Exploratory Mixed-Methods Analysis Using Interprofessional In Situ Simulation	<i>Ashley Rider, MD MEHP</i>
<b>5:10 PM</b>	Emergency Medicine Provider Comfort with Physician Orders for Life Sustaining Treatment (POLST) Advanced Directive	<i>Kaitlin Sweeney, MD</i>
<b>5:20 PM</b>	"Everybody in This Room Can Understand": A Qualitative Exploration of Peer Support During Residency Training	<i>Aarti Jain, MD</i>
<b>5:30 PM</b>	Do Residents Living Alone Have Higher Levels of Depression, Anxiety and Stress During the Pandemic?	<i>Veronica Mekaeil, DO</i>
<b>5:40 PM</b>	Impact of the COVID-19 Pandemic on US Emergency Medicine Education: A Needs Assessment for Academic Emergency Medicine Faculty	<i>Melissa Platt, MD</i>
<b>5:50 PM</b>	Inter-physician Conflict in the Workplace: An Under-explored Contributor and Manifestation of Burnout	<i>Caitlin Schrepel, MD</i>
<b>6:00 PM</b>	Unmasking the Impostor Phenomenon in First-Year Residents	<i>Nicholas Jobeun, DO</i>

**STATION #8**

<b>5:00 PM</b>	Preparing for Discharge: A Workshop on Communicating Diagnostic Uncertainty	<i>Jared Kilpatrick, MD (1, 6)</i>
<b>5:10 PM</b>	Case-Based Curriculum for Assessing Decision Making Capacity in the ED	<i>Elmira Andreeva, MD</i>
<b>5:20 PM</b>	Drowning in Data: Using Advanced Business Intelligence Software to Track, Trend, and Visualize Residency Performance Data	<i>Matthew Silver, MD</i>
<b>5:30 PM</b>	Learning Silos: Are we adequately preparing our residents for clinical practice?	<i>Ryan Bodkin, MD</i>
<b>5:40 PM</b>	A Longitudinal Performance Portfolio Combining Real-Time Clinical Outcomes Data with Narrative Self-Reflection for Emergency Medicine Residents	<i>Kathryn Clark, MD</i>
<b>5:50 PM</b>	Transitions to Life After Residency: A Curriculum for Senior Emergency Medicine Residents	<i>Byron Parker, MD</i>
<b>6:00 PM</b>	Development of an Educational Experience for Medical Students on Coping with Medical Errors in Residency and Beyond	<i>Hai Le, MD</i>

**STATION #9**

<b>5:00 PM</b>	The House Cup Challenge: A Gamified Curriculum for Emergency Medicine Residents	<i>Brian Smith, DO</i>
<b>5:10 PM</b>	Battle of the Classes: Experiential Learning Through the Gamification of Conference	<i>William Chan, MD</i>
<b>5:20 PM</b>	Game Based Learning — A Fun Way to Build Teamwork and Reinforce Content	<i>Julie Pasternack, MD</i>
<b>5:30 PM</b>	Gotta escape EM All! Emergency Medicine Resident Education with Gamification	<i>Kevin Hon, DO</i>
<b>5:40 PM</b>	Live Podcast: Implementation of an Audio-Only Emergency Medicine Residency Educational Conference	<i>Charles Lei, MD</i>
<b>5:50 PM</b>	Power Half Hour: A Short, Sweet, and Clinical Image-Based Peer-to-Peer Educational Curriculum	<i>Lauren McCafferty, MD</i>
<b>6:00 PM</b>	Start Spreading the News: Best Practices for Summarizing and Distributing Residency Didactics	<i>Emily Fitzgerald, MD</i>

**STATION #10**

<b>5:00 PM</b>	The Impact of an Experiential Social Medicine Curriculum in a County Emergency Medicine Residency Training Program	<i>Hurnan Vongsachang, MD, MPH (1, 5)</i>
<b>5:10 PM</b>	A Deliberate Educational Initiative in Diversity, Inclusion and Racial Equity	<i>Vinodinee Dissanayake, MD MPH</i>
<b>5:20 PM</b>	Developing a Longitudinal Cultural Competency Curriculum	<i>Ridhima Ghei, MD</i>
<b>5:30 PM</b>	Of the Women, for the Women and by the Women: A Resident-Led Curriculum	<i>Jennifer Eun Lee, MD</i>
<b>5:40 PM</b>	Prescribing Solutions: Development of a Community-Centered Approach to Teaching the Social Determinants of Health in the ED	<i>Emily Craft, DO</i>
<b>5:50 PM</b>	#TeachingDEI: Using Social Media as a Diversity, Equity, and Inclusion Teaching Tool	<i>Jennifer Caprez, DO</i>
<b>6:00 PM</b>	The Incorporation of a Case-Based Health Equity Curriculum Into M&M Conference	<i>Jossie Carreras Tartak, MD</i>

**STATION #11**

<b>5:00 PM</b>	A Comprehensive Approach to Increase EM Resident Involvement in Caring for Opioid Use Disorder	<i>Mohamad Ali Cheaito, MD</i>
<b>5:10 PM</b>	Beyond ACLS: Training Your Novice Resuscitation for Cases When the Patient Does Not Follow the Algorithm	<i>Alaa Aldalati, MD</i>
<b>5:20 PM</b>	Impact of Implementation of Prehospital Run Reviews into Resident EMS Curriculum	<i>Sarayna McGuire, MD (3, 6)</i>
<b>5:30 PM</b>	Innovative Teaching Format: Environmental Emergencies	<i>Alex Tymkowicz, MD</i>
<b>5:40 PM</b>	Night School: A Pilot of Emergency Medicine Morning Report for the Night Shift	<i>Christopher Reising, MD, MA</i>
<b>5:50 PM</b>	The Research Escape-Hunt: An Escape Room for Resident Education on Research Design and Evidence-Based Medicine	<i>Timothy Fallon, MD</i>
<b>6:00 PM</b>	The Unstandardized SDOT: PGY-year Specific Milestone Based Standardized Direct Observation Tool	<i>Justin Koch, DO (1,7)</i>

**STATION #12**

<b>5:10 PM</b>	A High-Fidelity, Cost-Efficient Model for Simulated Resuscitative Hysterotomy	<i>Gurpreet Kaur, DO</i>
<b>5:20 PM</b>	A Homemade, Cost Effective, Realistic Pelvic Exam Model	<i>Jessie Godsey, MD</i>
<b>5:30 PM</b>	Work for Idle Hands: A Simulation Model for Nail Bed Injury and Avulsion Repair	<i>Rebecca Kreston, MD</i>
<b>5:40 PM</b>	Developing Procedure Guides to Improve Procedural Competence and Confidence	<i>Aman Pandey, MD (1, 4)</i>
<b>5:50 PM</b>	Low-Cost, Mid-Fidelity Fracture Simulation & C-Arm Education Using Goat Legs	<i>Megan Fix, MD</i>
<b>6:00 PM</b>	Cheers to the Lumbar Puncture — Utilizing a Wine Classification System to Promote Procedural Learning	<i>Sarayna McGuire, MD (3, 6)</i>

**STATION #13**

<b>5:00 PM</b>	Teaching and Assessing Bag Valve Mask Ventilation to 4th Year Medical Students via Checklist	<i>Aman Pandey, MD (1, 4)</i>
<b>5:10 PM</b>	Airway Tape Review: Learning Through Retrospective Review of Video Laryngoscopy Cases	<i>Justin Chapman, MD</i>
<b>5:20 PM</b>	A Novel Curriculum for Reducing Distal Radius Fractures in an Emergency Medicine Residency Program	<i>Steve Morrin, BS</i>
<b>5:30 PM</b>	Implementation of Foundations of EM Cases Through High Fidelity Simulation for PGY-1 EM Residents	<i>Leila Getto, MD (1, 4)</i>
<b>5:40 PM</b>	Medical Simulation Training on Trauma-Informed Care in the Emergency Department	<i>Caroline Lee, BA</i>
<b>5:50 PM</b>	A Day in the Life of an Emergency Department (ED) Patient: In-situ ED Patient Experience Simulation for Emergency Medicine Interns	<i>Lynn McGowan, DO</i>
<b>6:00 PM</b>	A Novel Social Emergency Medicine Curriculum: An Alternative to Lecture-Based Didactics	<i>Ashley Vuong, MD (2,7)</i>

**STATION #14**

<b>5:00 PM</b>	"Prez Drillz" for Med Students: An Online Workshop to Practice Oral Case Presentation Skills Through Peer-feedback, Repetition, and Application	<i>Alexis del Vecchio, MD (1, 5)</i>
<b>5:10 PM</b>	Buddy System: An Interventional Peer-Mentoring Program Between Fourth-Year Medical Students and Emergency Medicine Residents	<i>Yehuda Wenger, MD</i>
<b>5:20 PM</b>	Can a Modified Medical History Performed (in a Virtual Setting) by Medical Students Provide a More Efficient and Accurate History?	<i>Simi Jandu, MD</i>
<b>5:30 PM</b>	Can an Online Discussion Forum be Used for Asynchronous Reflective Practice to Debrief Clinical Experiences During a Medical Student Rotation in Emergency Medicine?	<i>Kiran Pandit, MD, MPH (4,7)</i>
<b>5:40 PM</b>	Development of a Longitudinal Elective Focused on Undergraduate Medical Education	<i>Bryanne Macdonald, MD</i>
<b>5:50 PM</b>	Jazzing Up Virtual Interview Season with a Residency Program Information Portal for Interviewees	<i>Bianca Velasquez</i>
<b>6:00 PM</b>	Mission-Driven Acting Internships: A Novel Approach to Organizing Medical Student Didactics	<i>Matthew Mullins, MD</i>

**STATION #15**

<b>5:00 PM</b>	Choose Your Own Adventure (CYOA): A Medical Education Innovation for Virtual Interactive Teaching	<i>Kristy Schwartz, MD</i>
<b>5:10 PM</b>	Establishing Interest in the Development of a Novel Telehealth Curriculum for EM Resident Physicians	<i>Nicolas Kahl, MD</i>
<b>5:20 PM</b>	OMG it's an OMI: Utilizing Retrieval Practice to Teach Occlusive MI EKGs	<i>Ivan Zvonar, MD</i>
<b>5:30 PM</b>	Value Transformation Through Process Mapping- An Idea Generator for Resident Led QI Projects	<i>Joel Atwood, MD</i>
<b>5:40 PM</b>	Use of Virtual Reality for Teaching Procedures	<i>Philip McCoy, MD</i>
<b>5:50 PM</b>	Reducing Electronic Health Record (EHR) Click Fatigue: An Innovative Approach to Common Order Sets	<i>Eric Medrano, MD</i>
<b>6:00 PM</b>	Online Simulation Effectively Teaches Introductory Disaster Skills to Medical Students	<i>Kiran Pandit, MD, MPH (4,7)</i>

**STATION #16**

<b>5:10 PM</b>	"Quiz Bowl": A Unique Approach to Combining Wellness and Education	<i>Justin Koch, DO (1,7)</i>
<b>5:20 PM</b>	Implementation of a Dedicated Social Worker/Coach for Emergency Medicine (EM) Residents	<i>Jennie Buchanan, MD</i>
<b>5:30 PM</b>	Improving Physician Well-Being and Reducing Burnout Using a Peer-to-Peer Recognition Program	<i>Jenny Chang, MD</i>
<b>5:40 PM</b>	Resident-Led Wellness Program	<i>Sean Scott, MD</i>
<b>5:50 PM</b>	Virtual Peer Support Program: A Novel Community-Building Platform in an Emergency Medicine Residency Program	<i>Hurnan Vongsachang, MD, MPH (1, 5)</i>
<b>6:00 PM</b>	What is a Wellness Chief?	<i>Larissa Unruh, MD, MPH</i>



# EMRA CAST

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# Events

## Friday, March 25

### 3:00 PM – 6:00 PM

EMRA Finance Committee  
Torrey Hills B, 3rd floor

## Saturday, March 26

### EMRA COMMITTEE MEETINGS & WORKSHOPS

#### 10:00 AM – 12:00 PM

EMRA Medical Student Council Meeting  
Solana B, 3rd floor

#### 1:00 PM – 2:30 PM

Objectives & Goals for 2022-23  
**Diversity & Inclusion Committee**  
Old Town A, 2nd floor

Tech Jobs for EM Docs

**Informatics Committee**  
Gaslamp A, 2nd floor

Unlimited Virtual Education

**International Committee**  
Gaslamp D, 2nd floor

Business Meeting

**Government Services Committee**  
Gaslamp B, 2nd floor

Annual Planning Meeting

**Wellness Committee**  
Old Town B, 2nd floor

Wilderness Search & Rescue

**Wilderness Committee**  
Gaslamp C, 2nd floor

#### 2:45 PM – 4:15 PM

Committee Meeting & Journal Club  
**Research Committee**  
Gaslamp C, 2nd floor

Committee and Annual Planning Session

**Social EM Committee**  
Gaslamp A, 2nd floor

Innovative Pediatric EM SIM Curricula  
for EM Residents

**Pediatric EM Committee**  
Gaslamp D, 2nd floor

Tox Fellowship Q&A

**Toxicology Committee**  
Old Town A, 2nd floor

Controversial Subjects in Ultrasound:  
An Expert Panel

**Ultrasound Committee**  
Gaslamp B, 2nd floor

CCM Fellowships Meet-up

**Critical Care Committee**

3 pm, Mike Hess Brewery @ Seaport Village

#### 4:30 PM – 6:00 PM

EM Plus/Life in EM Beyond the ED

**Administration & Operations and Health Policy Committee**  
Gaslamp B, 2nd floor

Planning Meeting

**Education Committee**  
Old Town A, 2nd floor

Prehospital ECMO

**Prehospital & Disaster Medicine Committee**  
Gaslamp A, 2nd floor

How to Write a Case

**Simulation Committee**  
Gaslamp C, 2nd floor

Fellow Perspectives on Sports Medicine Fellowship

**Sports Medicine Committee**  
Gaslamp D, 2nd floor

#### 7:00 PM – 8:30 PM

EMRA Leadership Meet-Up (*Invitation Only*)

Supported by **ACEP** and **PEERprep** (*Invitation Only*)  
Marina Courtyard, Lobby level (*outside*)

## Sunday, March 27

#### 8:00 AM – 6:00 PM

EMRA Cast 1 — Eagle Peak, 33rd floor  
EMRA Cast 2 — Highland Peak, 33rd floor  
EMRA Hangouts — Twin Peak, 33rd floor

#### 8:00 AM – 11:00 AM

Joint Session Leadership Academy & Committee Leaders  
Seaport H, 2nd floor  
Supported by **VAPOTHERM**  
(*Invitation Only*)

#### 5:00 PM – 7:00 PM

EMRA Quiz Show Seaport H, 2nd floor  
Sponsored by **RoshReview**

## Monday, March 28

#### 7:00 AM – 8:00 AM

EMRA Representative Council Credentialing  
Seaport H Foyer, 2nd floor

#### 8:00 AM – 12:00 PM

EMRA Representative Council Meeting & Town Hall;  
Seaport H, 2nd floor

#### 8:00 AM – 6:00 PM

EMRA Cast 1 — Eagle Peak, 33rd floor  
EMRA Cast 2 — Highland Peak, 33rd floor  
EMRA Hangouts — Twin Peak, 33rd floor

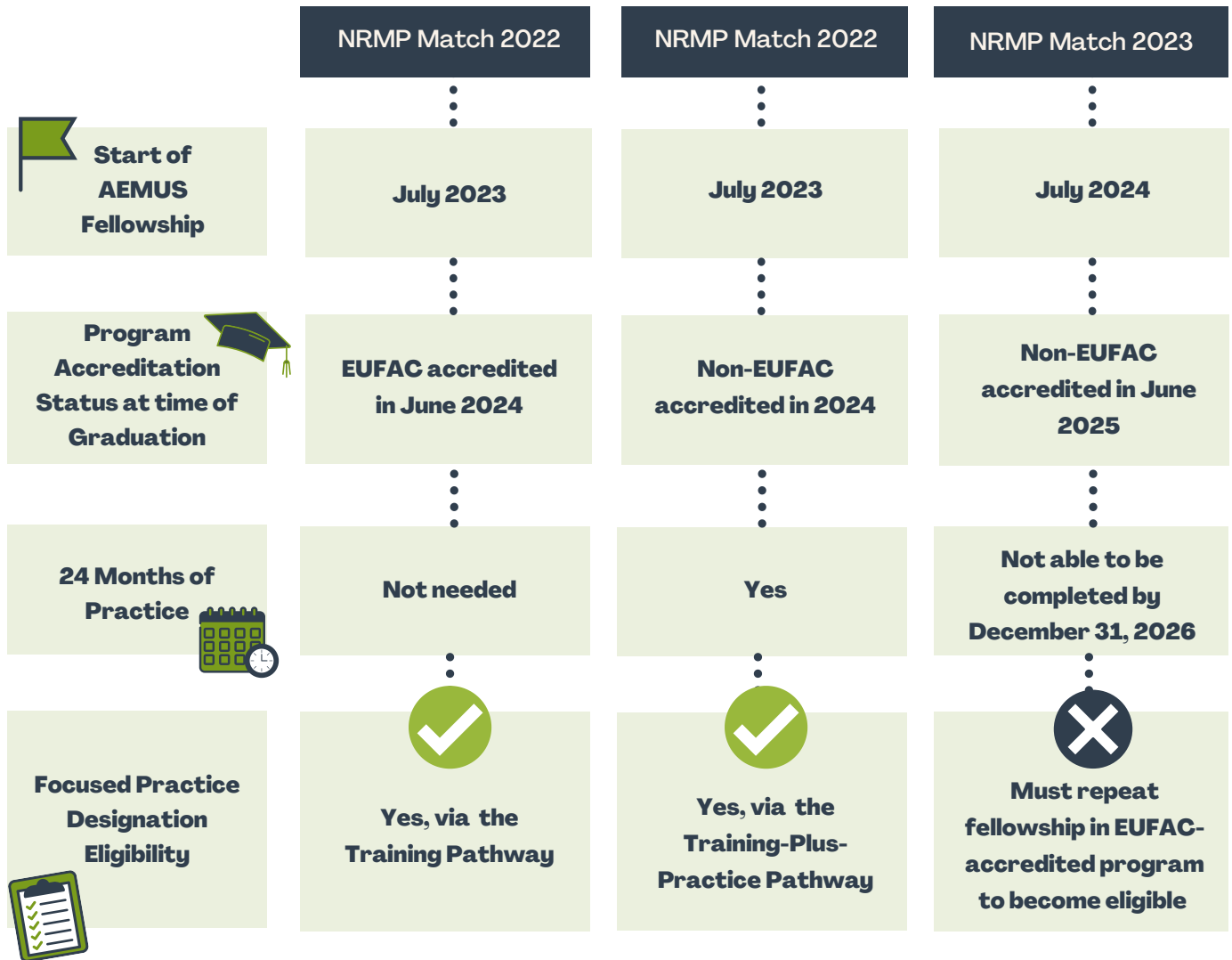
#### 2:00 PM - 4:00 PM

All EM Resident Organizations & Students (AEROS) Meeting  
(*Invitation Only*)  
La Jolla AB, 2nd floor

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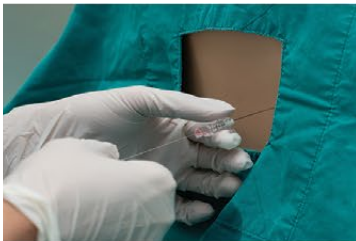
**Select resources from the national platform to include in your local curriculum**

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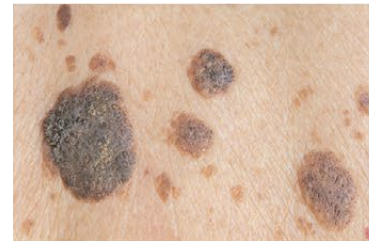
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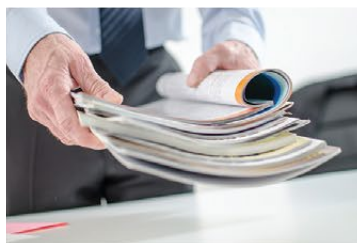
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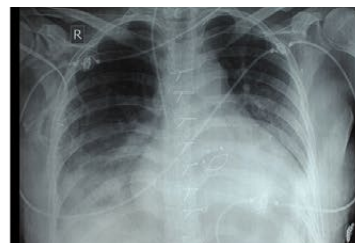
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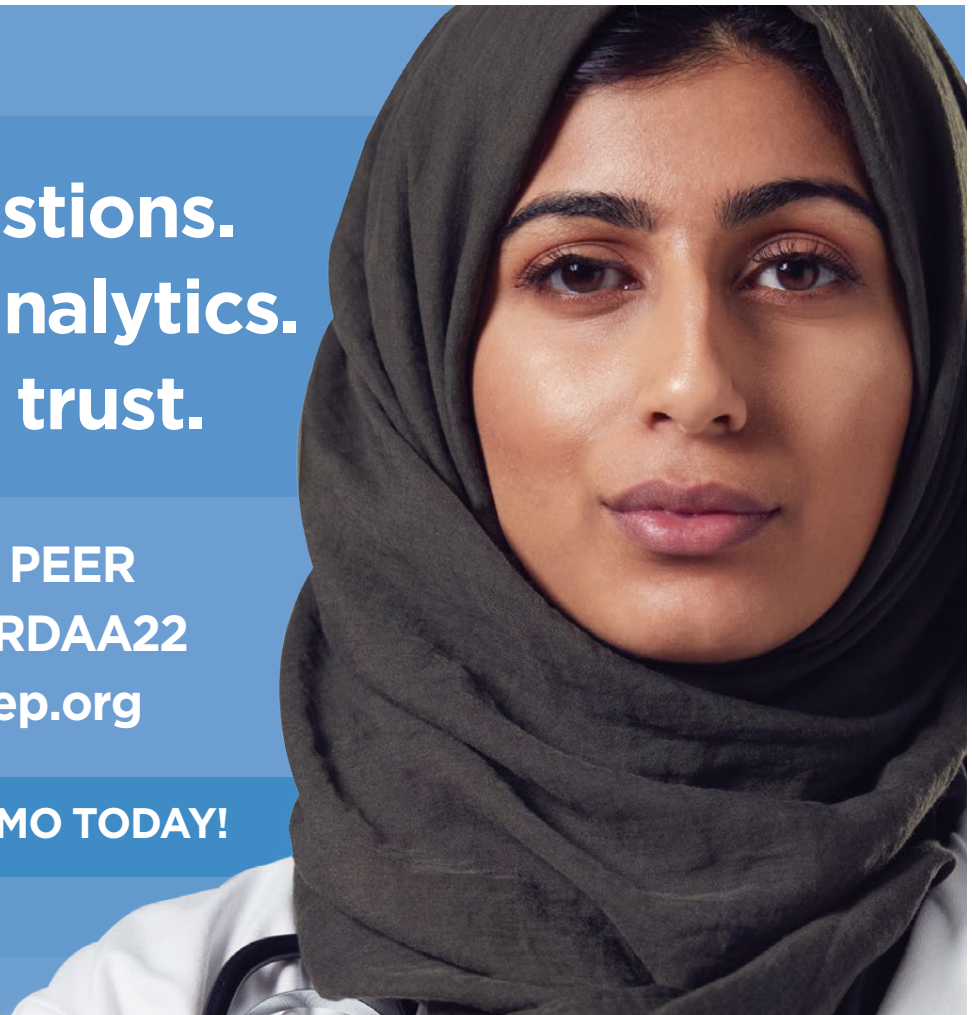


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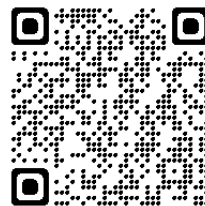
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## About Us:

Penn State Health is a multi-hospital health system serving patients and communities across 29 counties in central Pennsylvania. The system includes Penn State Health Milton S. Hershey Medical Center, Penn State Children’s Hospital, and Penn State Cancer Institute based in Hershey, PA; Penn State Health Holy Spirit Medical Center in Camp Hill, PA; Penn State Health St. Joseph Medical Center in Reading, PA; and more than 2,300 physicians and direct care providers at more than 125 medical office locations. Additionally, the system jointly operates various health care providers, including Penn State Health Rehabilitation Hospital, Hershey Outpatient Surgery Center, Hershey Endoscopy Center, Horizon Home Healthcare and Pennsylvania Psychiatric Institute.



In December 2017, Penn State Health partnered with Highmark Health to facilitate creation of a value-based, community care network in the region. Penn State Health shares an integrated strategic plan and operations with Penn State College of Medicine, the university’s medical school.

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**FOR MORE INFORMATION PLEASE CONTACT:**  
Heather Peffley, PHR CPRP - Penn State Health Physician Recruiter  
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Penn State Health is fundamentally committed to the diversity of our faculty and staff. We believe diversity is unapologetically expressing itself through every person’s perspectives and lived experiences. We are an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to age, color, disability, gender identity or expression, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.

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