Target Audience
This meeting is intended for medical students, residents, and faculty physician educators in anesthesiology and related disciplines who are interested in how technology, economics and legislation impact medical and anesthesia education, as well as how to improve teaching skills and faculty development.

About This Meeting
The purpose of this annual meeting is to educate and share information that will enable anesthesia educators to provide the highest level of education and improve patient outcomes. Opportunities for Questions and Answers will be provided at the conclusion of each presentation.

Registration
Registration for the 2014 Spring Annual Meeting includes continental breakfasts, coffee breaks, one luncheon, SEA’s President’s Reception, all workshops (except MERC) and the program syllabus. Note that all fees are quoted in U.S. currency. Non-member registration fee includes SEA Active Membership Dues for the remainder of 2014. Member registrants must have 2014 dues paid in order to receive the member discount. Registration for the meeting can be made either by using the registration form in this brochure or through the SEA’s Web site (www.SEAhq.org).

Registration Deadline
The early bird registration deadline for the meeting is May 5, 2014. Registration for the meeting will close on May 21, 2014. If you have not registered prior to May 21, 2014 you should do so onsite at the meeting.

ACCME Accreditation and Designation Statements
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 American Society of Anesthesiologists and the Society for Education in Anesthesia. The American Society of Anesthesiologists is accredited by the ACCME to provide continuing medical education for physicians.

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

Commercial Support Acknowledgement
The CME activity might be supported by educational grants. If educational grants are received, a complete list of supporters will be published in the course syllabus.

Disclaimer
The information provided at this CME activity is for continuing medical education purposes only and is not meant to substitute for the independent medical judgment of a healthcare provider relative to diagnostic and treatment options of a specific patient’s medical condition.

Disclosure Policy
The American Society of Anesthesiologists and the Society for Education in Anesthesia adheres to ACCME Essential Areas, Standards, and Policies regarding industry support of continuing medical education. Disclosure of the planning committee and faculty’s commercial relationships will be made known at the activity. Faculty are required to openly disclose any limitations of data and/or any discussion of any off-label, experimental, or investigational uses of drugs or devices.

Program Information

Overall Learning Objectives
At the conclusion of this activity, participants should be able to:

- Identify common mentoring misperceptions.
- Recognize the value in creating mentoring maps.
- Explain the traits of positive mentoring relationships.
- Examine ways to assist a mentoring relationship when things go wrong.
- Cite the effects of burnout on physician health and patient safety.
- Define “wellness” in terms of modifiable behaviors and attitudes.
- Recognize barriers to implementation of a Wellness Initiative.
- Construct an outline for a Wellness Initiative to implement at the participant’s home institution.
- Execute a microskills teaching session on a topic in anesthesia with a partner simulating a randomly assigned basic anesthesia topic with a CA-1 resident.
- Provide feedback to both a high performing and low performing resident with opportunity for receiving feedback on their feedback.
- Describe common themes in the evaluations of faculty with poor teaching evaluations.
- Discuss approaches to advising faculty how to improve their teaching evaluations.
- Compose a remediation plan for a faculty member with poor teaching evaluations, including use of internal and external resources.
- Identify the benefits from performing a teaching evaluation.
- Recognize how peer evaluations can be successfully utilized to improve future teaching activities.
- Utilize an effective documentation tool for performing a teaching evaluation.
- Demonstrate how to effectively deliver formative feedback after performing a teaching evaluation.
Workshop: Anesthesia Professional with a Personality Disorder: A Threat to Safety and Productivity and How to Mitigate It
At the conclusion of the workshop, the attendee should be able to:
• Recognize, compare and contrast common personality disorders, and differentiate them from normal variation in communication styles.
• Evaluate when an individual with a disruptive behavior pattern may require counseling or dismissal.
• Intervene to mitigate the effects of dysfunctional behaviors, especially bullying, on the wellbeing of colleagues.
• Develop a “speed dial relationship” with a psychiatrist and justify an ethical approach to confidentiality governing such discussions.

Workshop: Developing Resident Remediation Strategies Following Poor Performance on a Training-Level Specific OSCE: How Do Faculty Develop Remediation Plans for Individual Residents With Poor Performance? How Do Faculty Develop and Determine the Pass Fail Standards for an OSCE?
At the conclusion of the workshop, the attendee should be able to:
• Identify substandard performance on an OSCE
• Be able to tailor remediation plans to address specific resident performance deficiencies
• Describe the process to develop a passing score using a “modified Angoff method”
• List the criteria for judging test items on a performance-based exam

Workshop: You’re the Mentor, I’m the Mentee - Making the Relationship Work
At the conclusion of the workshop, the attendee should be able to:
• Describe roles and desired characteristics of mentors, responsibilities and characteristics of successful mentees, and identify barriers to mentorship in academic medicine
• Demonstrate key aspects of effective mentoring, reflect on strategies to enhance a successful mentor-mentee relationship, and address pitfalls of unsuccessful mentoring relationships
• Create an individualized strategy to enhance professional networking, strategically select appropriate mentors and develop productive mentor-mentee relationships

Workshop: Effective Peer Teaching Evaluations - Learning How To Help Others
At the conclusion of the workshop, the attendee should be able to:
• Identify the benefits from performing a teaching evaluation including future opportunities at SEA.
• Recognize how peer evaluations can be successfully utilized to improve future teaching activities
• Utilize an effective documentation tool for performing a teaching evaluation
• Demonstrate how to effectively deliver formative feedback after performing a teaching evaluation

Workshop: Achieving More Life Balance with Effective Organization
At the conclusion of the workshop, the attendee should be able to:
• Increase awareness of developing organizational skills by applying a compare and contrast technique to ascertain the value of organizational skills.
• Identify the six perspectives of focus in order to prioritize workflow
• Identify decluttering strategies for the mind and workspace
• Identify strategies and electronic tools to work with available time efficiently
• Design their own organization workflow chart to enhance work/life balance

Workshop: Creating an OR Management Rotation in Your Program
At the conclusion of the workshop, the attendee should be able to:
• Develop a OR management/leadership elective for anesthesia residents
• Identify the potential barriers to and resources for creating an OR Management/leadership elective.
• Build a framework, including milestones, to assess and provide feedback on the resident’s non-technical skills.
Workshop: Promoting Cultural Change By Developing & Promoting Faculty
At the conclusion of the workshop, the attendee should be able to:
• Create an analysis of driving and restraining forces to make a change in their department.
• Develop a plan to promote faculty development in their department.
• Apply a template to ascertain the goals for individual departmental and faculty career development.
• Create a program targeted and tailored to develop junior and mid-career faculty for their professional development.

Workshop: Digital Literacy for Today’s Anesthesia Educators
At the conclusion of the workshop, the attendee should be able to:
• Understand learning preferences of today’s anesthesia learners, and challenges in anesthesia education that may be overcome with technology.
• Compare and contrast anesthesia education technology strategies.
• Apply principles of optimal technology use to anesthesia education.

Workshop: Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching
At the conclusion of the workshop, the attendee should be able to:
• Understand microteaching skills for the OR and provide feedback.
• Develop a similar workshop at their home institution to promote faculty development of clinical teachers.

Workshop: Can Giving High-Quality Feedback Be Improved?
At the conclusion of the workshop, the attendee should be able to:
• Describe elements necessary for uncovering frames which drive performance.
• Role-play giving feedback during a simulated clinical setting in which an error occurs.
• Evaluate quality of role-play feedback using the FACE© (Feedback Assessment for Clinical Events) assessment tool, based on the DASH© (Debriefing Assessment for Simulation in Healthcare).

Workshop: Wellness Initiatives Tailored to Your Department - Ideas for Implementation
At the conclusion of the workshop, the attendee should be able to:
• Cite the effects of burnout on physician health and patient safety.
• Define “wellness” in terms of modifiable behaviors and attitudes.
• Examine barriers to implementation of a Wellness Initiatives.
• Construct an outline for a Wellness Initiative to implement at the participant’s home institution.

Workshop: Surpassing Barriers to Implementing Milestone Assessment
At the conclusion of the workshop, the attendee should be able to:
• Identify barriers to implementing milestones and their methods of assessment.
• Identify milestones assessment tools being used in the context of their barriers to implementation.
• Develop strategies for overcoming the identified barriers to assessment implementation.

Workshop: The Faculty Member with Poor Teaching Evaluations: What Can the Program Do?
At the conclusion of the workshop, the attendee should be able to:
• Describe common themes in the evaluations of faculty with poor teaching evaluations.
• Discuss approaches to advising faculty how to improve their teaching evaluations.
• Compose a remediation plan for a faculty member with poor teaching evaluations, including use of internal and external resources.

Workshop: Program Director Roundtable
At the conclusion of the workshop, the attendee should be able to:
• Foster a sense of camaraderie amongst program directors.
• Encourage discussion about topics relevant to program directors in anesthesiology.
• Develop lasting mentoring relationships and peer support amongst program directors in anesthesiology.
• Create a network for mutual exchange of ideas amongst anesthesiology program directors.
HYATT REGENCY BOSTON
One Avenue de Lafayette
Boston, MA 02111
Phone: 617-912-1234
Fax: 617-451-2198
Website: http://regencyboston.hyatt.com

Online Reservations:
https://resweb.passkey.com/go/SEA2014
Rates Start At $239/Night and include complimentary internet access.

Transportation
From Logan International Airport (BOS):
4.6 miles / 11 minutes

Taxi: Approximately $25 each way

Silver Line Bus: From the airport terminals to South Station, approximately 0.5 miles from the hotel.

MBTA: The MBTA costs $2.50 to ride anywhere in the city and surrounding suburbs. The Blue Line train is available from the airport to the State Street stop which is approximately 5 blocks from the hotel. From here you can walk, or transfer to the orange line and get off at the Downtown Crossing stop.

Parking
*Parking Rates are Subject to Change

Valet Parking:
• 0-1 Hours: $22.00
• 1-3 Hours: $36.00
• 3-24 hours: $50.00
• Overnight: $50.00 Parking is available until 5:00 PM the next day

Valet parking is located in the parking garage near the front entrance of the hotel and includes in and out privileges

Self-Parking:
12-24 hours: $36.00
• Hourly Public Parking is available in the Public Garage adjacent to the hotel.

Mark your calendar and be sure to join us at these future SEA Meetings

2014 Fall Annual Meeting
October 10, 2014
JW Marriott
New Orleans, LA

2015 Workshop on Teaching
Date and location will be announced shortly!

2015 Spring Annual Meeting
April 23 – April 26, 2014
Seattle, WA
In conjunction with the Association for Surgical Education Annual Meeting
**Program Schedule**

### Thursday, May 29, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 am – 7:00 pm</td>
<td>SEA Spring Meeting Registration</td>
</tr>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>MERC Workshop 1: Formulating Research Questions and Designing Studies &lt;br&gt; Judy Shea, PhD &lt;br&gt; Separate Registration &amp; Fee for Attendance</td>
</tr>
<tr>
<td>12:00 pm – 1:00 pm</td>
<td>Lunch On Your Own</td>
</tr>
<tr>
<td>1:00 pm – 4:00 pm</td>
<td>MERC Workshop 2: Introduction to Qualitative Data Collection Methods &lt;br&gt; Judy Shea, PhD &lt;br&gt; Separate Registration &amp; Fee for Attendance</td>
</tr>
<tr>
<td>6:30 pm – 9:00 pm</td>
<td>SEA Board of Directors Meeting</td>
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### Friday, May 30, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:45 am – 5:00 pm</td>
<td>SEA Spring Meeting Registration</td>
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<tr>
<td>7:00 am – 8:00 am</td>
<td>Breakfast &amp; Committee Roundtable Discussions</td>
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<tr>
<td>8:00 am – 8:15 am</td>
<td>Welcome and Announcements &lt;br&gt; Stephanie B. Jones, MD &amp; John D. Mitchell, MD</td>
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<tr>
<td>8:15 am – 9:15 am</td>
<td>General Session 1: Faculty Hour as a Model for Departmental Faculty Development &lt;br&gt; Brett Simon, MD, PhD</td>
</tr>
<tr>
<td>9:15 am – 10:15 am</td>
<td>General Session 2: The Role of Hospital and Medical School Academies in Faculty Development: Venturing Beyond Your Department &lt;br&gt; Richard Schwartzstein, MD</td>
</tr>
<tr>
<td>10:15 am – 10:30 am</td>
<td>Coffee Break &amp; Moderated Poster Viewing</td>
</tr>
<tr>
<td>10:30 am – 12:00 pm</td>
<td>Workshops – Set 1 (Space is limited to 30 per workshop)</td>
</tr>
<tr>
<td>12:00 pm – 1:30 pm</td>
<td>Business Meeting &amp; Luncheon</td>
</tr>
<tr>
<td>1:30 pm – 2:30 pm</td>
<td>General Session 3: Assessing Learner Competence in the Workplace – Who Cares About Faculty? &lt;br&gt; Louis Pangaro, MD, MACP</td>
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**Friday continued on next page**
## Program Schedule

### Friday, May 30, 2014 continued

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 2:30 pm – 3:00 pm | Oral Poster Presentations  
                      Franklyn P. Cladis, MD                                         |
| 3:00 pm – 3:30 pm | Coffee Break & Moderated Poster Viewing                               |
| 3:30 pm – 5:00 pm | Workshops – Set 2 (Space is limited to 30 per workshop)              |

- A.) Promoting Cultural Change By Developing & Promoting Faculty  
  Manisha S. Desai, MD; Kathy D. Schlecht, DO; Gail I. Randel, MD

- B.) Digital Literacy for Today's Anesthesia Educators  
  Larry F. Chu, MD, MS; Reuben Eng, MD, FRCPC; Lynn K. Ngai; Matthew J. Erlandson; T. Kyle Harrison, MD

- C.) Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching  
  Lauren J. Fisher, DO; Cindy Ku, MD

- D.) Can Giving High-Quality Feedback Be Improved?  
  Rebecca D. Minehart, MD; Daniel B. Raemer, PhD; Jenny W. Rudolph, PhD; Laura K. Rock, MD; May C. Pian-Smith, MD, MS; Roy Phitayakorn, MD, MHPE; Marjorie Stiegler, MD; Andres T. Navedo-Rivera, MD

- E.) Effective Peer Teaching Evaluations - Learning How To Help Others  
  Cathleen Peterson-Layne, PhD, MD; Carol Ann B. Diachun, MD; David A. Young, MD, MEd, MBA; Kokila N. Thanuwarar, MD, MBBS, MME

- F.) Wellness Initiatives Tailored to Your Department - Ideas for Implementation  
  Amy E. Vinson, MD; Gail I. Randel, MD; Haleh Saadat, MD

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 3:30 pm – 6:00 pm | MERC Workshop 3: Data Management and Preparing for Statistical Consultation  
                      Judy Shea, PhD  
                      Separate Registration & Fee for Attendance                     |
| 5:30 pm – 7:00 pm | President's Reception                                                |
| 7:30 pm       | Dine Around                                                          |

### Saturday, May 31, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:45 am – 3:00 pm</td>
<td>SEA Spring Meeting Registration</td>
</tr>
<tr>
<td>7:00 am – 7:50 am</td>
<td>Breakfast &amp; Committee Roundtable Discussions</td>
</tr>
</tbody>
</table>
| 7:50 am – 8:00 am | Announcements  
                      Stephanie B. Jones, MD & John D. Mitchell, MD                   |
| 8:00 am – 9:00 am | General Session 4: The Myth in Mentoring  
                      Lawrence Tsen, MD                                                |
| 8:00 am – 4:00 pm | SEA Leadership Program for Chief and Senior Residents  
                      Separate Registration & Program                                 |
| 9:00 am – 10:30 am | Workshops – Set 3 (Space is limited to 30 per workshop)             |

- A.) A Simple Yet Powerful Tool: How to Create and Use Mentoring Maps to Assist in the Development of You, Your Mentees, and Your Department  
  Lawrence Tsen, MD

- B.) Digital Literacy for Today's Anesthesia Educators  
  Larry F. Chu, MD, MS; Reuben Eng, MD, FRCPC; Lynn K. Ngai; Matthew J. Erlandson; T. Kyle Harrison, MD

- C.) Surpassing Barriers to Implementing Milestone Assessment  
  J. Thomas McLarney, Jr., MD; Carol Ann B. Diachun, MD; Meir D. Chernoisky, MD
### Saturday, May 31, 2014 continued

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>10:30 am – 11:00 am</td>
<td>Coffee Break &amp; Moderated Poster Viewing</td>
</tr>
</tbody>
</table>
| 11:00 am – 12:00 pm| General Session 5: From Assessment Frameworks to Implementation: Addressing Challenges to Developing a Shared Mental Model of Success  
Paul A. Hemmer, MD, MPH |
| 12:00 pm – 1:30 pm | Lunch on Your Own                                                     |
| 1:30 pm – 2:05 pm  | SEA/HVO  
Joanna M. Davies, MB, BS, FRCA                                      |
| 2:05 pm – 2:15 pm  | Best of Posters Presentation  
Franklyn P. Cladis, MD                                                |
| 2:15 pm – 3:45 pm  | General Session 6: Best Practices in Faculty Development Panel       |
| 3:45 pm – 4:00 pm  | Coffee Break & Moderated Poster Viewing                             |
| 4:00 pm – 5:30 pm  | Workshops – Set 4 (Space is limited to 30 per workshop)              |

### A.) Anesthesia Professional with a Personality Disorder: A Threat to Safety and Productivity and How to Mitigate It  
Meir D. Chernofsky, MD; Jessica Bunin, MD; J. Thomas McLarney, Jr., MD; Gregory Rose, MD

### B.) You’re the Mentor, I’m the Mentee - Making the Relationship Work  
Regina Y. Fragntelo, MD; Cathleen Peterson-Layne, PhD, MD; Susan Dabu-Bondoc, MD; Amy DiLorenzo, M.A.

### C.) Surpassing Barriers to Implementing Milestone Assessment  
J. Thomas McLarney, Jr., MD; Carol Ann B. Diachun, MD; Meir D. Chernofsky, MD

### D.) The Faculty Member with Poor Teaching Evaluations: What Can the Program Do?  
Manuel C. Pardo, Jr., MD; Kristina R. Sullivan, MD; Mark D. Rollins, MD, PhD

### E.) Achieving More Life Balance with Effective Organization  
Gail I. Randel, MD; Kokila N. Thenuwaru, MD, MBBS, MME; Kathy D. Schlecht, DO; Manisha S. Desai, MD; Amy E. Vinson, MD

### MERC Workshop 4: Hypothesis Driven Research  
Karen Richardson-Nassif, PhD  
Separate Registration & Fee for Attendance
# Program Schedule

## Sunday, June 1, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7:00 am – 8:00 am</td>
<td>Breakfast &amp; Committee Roundtable Discussions</td>
</tr>
</tbody>
</table>
| 8:00 am – 9:00 am| General Session 7: An Approach to Evaluation and Feedback Designed to Improve Performance  
Keith H. Baker, MD, PhD |
| 8:00 am – 11:00 am| MERC Workshop 5: Questionnaire Design and Survey Research            
Karen Richardson-Nassif, PhD  
Separate Registration & Fee for Attendance |
| 9:00 am – 10:00 am| General Session 8: Pro Con Debate: An Advanced Degree is Necessary to Become a Leader in Anesthesia Education  
Samuel D. Yanofsky, MD, MSEd & Franklyn P. Cladis, MD |
| 10:00 am – 10:15 am| Coffee Break & Networking                                           |
| 10:15 am – 11:45 am| Workshops – Set 5 (Space is limited to 30 per workshop)             |
| 12:00 pm – 3:00 pm| MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity  
Karen Richardson-Nassif, PhD  
Separate Registration & Fee for Attendance |

A.) Developing Resident Remediation Strategies Following Poor Performance on a Training-Level Specific OSCE: How Do Faculty Develop Remediation Plans for Individual Residents With Poor Performance? How Do Faculty Develop and Determine the Pass Fail Standards for an OSCE?  
Richard P. Driver, Jr., MD; David Wilks, MD; Brian Grose, MD; Daniel "Chad" Sizemore, MD

B.) Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching  
Lauren J. Fisher, DO; Cindy Ku, MD

C.) Can Giving High-Quality Feedback Be Improved?  
Rebecca D. Minehart, MD; Daniel B. Raemer, PhD; Jenny W. Rudolph, PhD; Laura K. Rock, MD; May C. Pian-Smith, MD, MS; Roy Phitayakorn, MD, MHPE; Marjorie Stiegler, MD; Andres T. Navedo-Rivera, MD

D.) Wellness Initiatives Tailored to Your Department - Ideas for Implementation  
Amy E. Vinson, MD; Gail I. Randel, MD; Haleh Saadat, MD
Program Planning Committee

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Residency Program Director
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Richard Schwartzstein, MD
Ellen and Melvin Gordon Professor of Medicine and Medical Education, Director of the Academy, Harvard Medical School
Boston, MA

Judy Shea, PhD
Professor of Medicine - Clinician Educator
Associate Dean for Medical Education
Research Director of Evaluation and Assessment - School of Medicine
University of Pennsylvania School of Medicine
Philadelphia, PA

Brett Simon, MD, PhD
Professor of Anesthesia
Harvard Medical School
Chair, Department of Anesthesia, Critical Care, and Pain Medicine
Beth Israel Deaconess Medical Center
Boston, MA

Daniel “Chad” Sizemore, MD
Assistant Professor, Dept. of Anesthesiology & Medical Education
West Virginia University
Morgantown, WV

Karen J. Souther, MB, BS, FRCA
Associate Professor, Vice Chair for Education & Residency Program Director
University of Washington School of Medicine
Seattle, WA

Marjorie Stegler, MD
Assistant Professor of Anesthesiology
University of North Carolina School of Medicine
Chapel Hill, NC

Kristina R. Sullivan, MD
Associate Professor
University of California, San Francisco
San Francisco, CA

Kokila N. Thenuwara, MD, MBBS, MME
Assistant Professor of Anesthesiology
University of Iowa
Iowa City, IA

Mitchell H. Tsai, MD, MMM
Assistant Professor
University of Vermont College of Medicine
Burlington, VT

Lawrence Tsen, MD
Assistant Director, Center for Professionalism and Peer Support
Vice Chair, Faculty Development and Education
Director of Anesthesia, Center for Reproductive Medicine
Department of Anesthesiology, Perioperative and Pain Medicine
Brigham and Women’s Hospital
Associate Professor in Anesthesia
Harvard Medical School
Boston, MA

Amy E. Vinson, MD
Assistant in Perioperative Anesthesia, Instructor in Anesthesiology
Boston Children’s Hospital
Boston, MA

J. Michael Vollers, MD
Professor
University of Arkansas for Medical Sciences
Little Rock, AR

David Wilks, MD
Professor, Dept. of Anesthesiology & Medical Education
West Virginia University
Morgantown, WV

Samuel D. Yanofsky, MD, MSEd
Assistant Professor of Clinical Anesthesiology
Keck School of Medicine of the University of Southern California
Program Director, Children’s Hospital Los Angeles, CA

David A. Young, MD, MEd, MBA
Associate Professor of Anesthesiology and Pediatrics
Baylor College of Medicine/Texas Children’s Hospital
Houston, TX
Space is limited to 34 participants

Registration Fee: $500 to attend all six workshops (in addition to meeting registration fee).

* Preference will be given to attendees registering to attend all six workshops. In the event that workshops do not sell out, individual workshops will be offered at $100 each.

The Medical Education Research Certificate (MERC) program is intended to provide the knowledge necessary to understand the purposes and processes of medical education research, to become informed consumers of the medical education research literature, and to be effective collaborators in medical education research. The program will be open to those registered for the spring meeting and are interested in improving their educational research skills and is targeted for those with a background in medical education but relatively less experience in conducting educational research. Registration is required and can be done so on the registration forms. Attendees must be able to attend and complete all 6 workshops in order to register for this session and receive the certification. www.aamc.org/members/gea/merc/

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### MERC Workshop Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>9:00 am – 12:00 pm</td>
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<tr>
<td>Judy Shea, PhD</td>
<td></td>
</tr>
<tr>
<td>1:00 pm – 4:00 pm</td>
<td>MERC Workshop 2: Introduction to Qualitative Data Collection Methods</td>
</tr>
<tr>
<td>Judy Shea, PhD</td>
<td></td>
</tr>
<tr>
<td>Friday, May 30, 2014</td>
<td></td>
</tr>
<tr>
<td>3:30 pm – 6:00 pm</td>
<td>MERC Workshop 3: Data Management and Preparing for Statistical Consultation</td>
</tr>
<tr>
<td>Judy Shea, PhD</td>
<td></td>
</tr>
<tr>
<td>Saturday, May 31, 2014</td>
<td></td>
</tr>
<tr>
<td>3:30 pm – 6:30 pm</td>
<td>MERC Workshop 4: Hypothesis Driven Research</td>
</tr>
<tr>
<td>Karen Richardson-Nassif, PhD</td>
<td></td>
</tr>
<tr>
<td>Sunday, June 1, 2014</td>
<td></td>
</tr>
<tr>
<td>8:00 am – 11:00 am</td>
<td>MERC Workshop 5: Questionnaire Design and Survey Research</td>
</tr>
<tr>
<td>Karen Richardson-Nassif, PhD</td>
<td></td>
</tr>
<tr>
<td>12:00 pm – 3:00 pm</td>
<td>MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity</td>
</tr>
<tr>
<td>Karen Richardson-Nassif, PhD</td>
<td></td>
</tr>
</tbody>
</table>
**MERC Workshop Objectives**

**MERC Workshop 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 basics of research design will be discussed and applied to their selected research question.

Participants will be able to:
- Write a finer (feasible, interesting, novel, ethical, relevant) educational research question;
- Specify an educational research area of interest;
- Evaluate whether they need IRB approval for their study;
- Select the correct design for their research question.

**MERC Workshop 2: Introduction to Qualitative Data Collection Methods**

This workshop is intended for physicians and generalists in medical education, as well as faculty and staff involved in student affairs, who wish to develop perspectives and skills for collecting qualitative data, such as data from focus group discussions, interviews, observation field notes, and responses to open-ended questions—used in admissions processes, program development, curriculum evaluation, needs assessments, performance evaluation, and various scholarship and research applications.

After participating in this workshop, learners will be able to:
- Demonstrate applied knowledge of the appropriate selection, use, and standards for rigor of some common methods for collection of qualitative data;
- Generate research questions appropriate for qualitative studies and choose appropriate data collection methods;
- Demonstrate applied knowledge of approaches to achieve rigor in the design of qualitative studies and collection of qualitative data;
- Demonstrate essential skills required for conducting focus groups.

**MERC Workshop 3: Data Management and Preparing for Statistical Consultation**

This workshop helps participants prepare their data for analysis and be able to answer questions about their data that a statistician will likely ask when providing consultation.

At the end of the workshop the participants will be able to:
- Collect data;
- Set up data files;
- Enter data into data files;
- Check and clean data prior to analysis;
- Compare my sample to my population;
- Address statistical issues discussed during consultation with a statistician (e.g., Type I & II errors, power, effect sizes).

**MERC Workshop 4: Hypothesis Driven Research**

Following completion of this workshop, attendees will be able to discuss:
- How to translate a research question into a hypothesis, and how to develop the null hypothesis;
- The steps in hypothesis testing;
- Type 1 and type 2 errors;
- Power, sample size, confidence interval, and statistical significance.

**MERC Workshop 5: Questionnaire Design and Survey Research**

This workshop will provide some basic principles in questionnaire/survey research and give workshop participants an opportunity for hands-on experience designing a questionnaire.

Following participating in this workshop, learners will be able to:
- Design a blueprint for a survey/questionnaire appropriate to their own application;
- Construct and edit questions to avoid common problems in wording and framing;
- Select an appropriate response format from a menu of alternatives;
- Design the overall format of the survey/questionnaire to facilitate data management and analysis.

**MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity**

This workshop introduces participants to the principles of score reliability and validity, using a combination of didactics and review of medical education research projects. The workshop is divided into two parts with group exercises designed to reinforce understanding of the main principles.

After participating in this workshop, learners will be able to:
- Identify three types of reliability (inter-rater, test-retest, and internal consistency);
- Match types of reliability with appropriate statistical measures;
- Describe the relationship between reliability and validity;
- Describe multiple forms of evidence for validity;
- Select an approach to reliability and validity assessment for a particular study.
### Saturday, May 31, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am – 8:00am</td>
<td>Breakfast with SEA Members</td>
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</tr>
<tr>
<td>8:00am – 8:05am</td>
<td>Welcome</td>
<td>Herodotos Ellinas, MD, FAAP/FACP</td>
</tr>
<tr>
<td>8:05am – 9:00am</td>
<td>Chief Resident: What everyone expects</td>
<td>Melissa L. Davidson, MD</td>
</tr>
<tr>
<td>9:00am – 9:30am</td>
<td>Introductions</td>
<td>Herodotos Ellinas, MD, FAAP/FACP</td>
</tr>
<tr>
<td>9:30am – 10:15am</td>
<td>Leadership Primer</td>
<td>Berend Mets, MB, ChB, PhD</td>
</tr>
<tr>
<td>10:15am – 10:30am</td>
<td>Coffee Break</td>
<td></td>
</tr>
<tr>
<td>10:30am – 11:30am</td>
<td>Leadership Primer (continued)</td>
<td>Kathy D. Schlecht, DO</td>
</tr>
<tr>
<td>11:30am – 12:00pm</td>
<td>Colleagues in Trouble: Can you spot them?</td>
<td>Herodotos Ellinas, MD, FAAP/FACP</td>
</tr>
<tr>
<td>12:00pm – 12:30pm</td>
<td>Communication Skills</td>
<td>Kathy D. Schlecht, DO</td>
</tr>
<tr>
<td>12:30pm – 1:15pm</td>
<td>Networking Lunch</td>
<td></td>
</tr>
<tr>
<td>1:15pm – 1:45pm</td>
<td>Negotiation and Conflict Resolution</td>
<td>Herodotos Ellinas, MD, FAAP/FACP</td>
</tr>
<tr>
<td>1:45pm – 2:45pm</td>
<td>The Difficult Resident and Providing Feedback</td>
<td>J. Michael Vollers, MD</td>
</tr>
<tr>
<td>2:45pm – 3:15pm</td>
<td>Ethics and Professionalism</td>
<td>Ira Todd Cohen, MD, MEd</td>
</tr>
<tr>
<td>3:15pm – 3:45pm</td>
<td>Problem Sharing and Problem Solving</td>
<td>J. Thomas McLarney, Jr., MD</td>
</tr>
<tr>
<td>3:45pm – 4:00pm</td>
<td>Wrap Up</td>
<td></td>
</tr>
</tbody>
</table>

*All Chief and Senior Residents should arrive on Friday evening. All attendees are asked to attend breakfast on Saturday, June 2nd, and network at the Chief and Senior Residents table. Separate syllabus material will be given to attendees for this program.*

### Chief Resident: What everyone expects
**Melissa L. Davidson, MD**

At the conclusion of the session, participants will be able to:
- Identify the multifactorial Anesthesiology program requirements and how they impact the chief resident’s duties and responsibilities

### Leadership Primer
**Berend Mets, MB, ChB, PhD**

**Kathy D. Schlecht, DO**

At the conclusion of the session, participants will be able to:
- Define leadership
- Distinguish between managing and leading
- Enumerate the challenges of leadership
- List character attributes of effective leaders

### Colleagues in Trouble: Can you spot them?
**Herodotos Ellinas, MD, FAAP/FACP**

At the conclusion of the session, participants will be able to:
- Identify the major types of stressors for residents
- Describe difficulties in recognizing colleagues in distress
- Describe signs consistent with depression and impairment
- Outline optimal methods to approach colleagues in trouble
- Distinguish situations requiring professional counseling vs informal aid

### Communication Skills
**Kathy D. Schlecht, DO**

At the conclusion of the session, participants will be able to:
- Identify their current communication styles and adapt their style to different situations to become more effective

### Negotiation and Conflict Resolution
**Herodotos Ellinas, MD, FAAP/FACP**

At the conclusion of the session, participants will be able to:
- Define “crucial” conversations
- Identify modes for dealing with conflict
- Describe a strategy for managing conflict
- Discuss how to effectively communicate in today’s electronic world

### The Difficult Resident and Providing Feedback
**J. Michael Vollers, MD**

At the conclusion of the session, participants will be able to:
- Recognize the importance of feedback as a learning tool
- Demonstrate key strategies in providing feedback
- Practice delivering feedback for specific “problem residents” and to those residents working through the feedback scenarios

### Ethics and Professionalism
**Ira Todd Cohen, MD, MEd**

At the conclusion of the session, participants will be able to:
- Define ethics and professionalism
- Explain ethical development
- Explore implications of developmental stages
- Apply ethical standards to clinical scenarios

### Problem Sharing and Problem Solving
**J. Thomas McLarney, Jr., MD**

At the conclusion of the session, participants will be able to:
- Identify common encountered or anticipated issues
The registration deadline for the early bird rate is May 5, 2014. Individuals who wish to register after May 21 must do so on-site at the meeting and will be charged a higher fee. After you registration is processed, a confirmation email will be sent to the address listed on this form.

Please note this registration form is two pages.

### Registration Fees

<table>
<thead>
<tr>
<th>Type</th>
<th>Early Bird by May 5</th>
<th>May 6-21*</th>
<th>Onsite Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA Member*</td>
<td>$475</td>
<td>$525</td>
<td>$575</td>
</tr>
<tr>
<td>*SEA membership must be current in order to receive the discounted rate.</td>
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</tr>
<tr>
<td>Non-Member*</td>
<td>$700</td>
<td>$800</td>
<td>$850</td>
</tr>
<tr>
<td>*Includes active SEA membership dues for the remainder of 2014.</td>
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</tr>
<tr>
<td>Check here if you do not want to receive SEA membership.</td>
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</tr>
<tr>
<td>Resident</td>
<td>$175</td>
<td>$275</td>
<td>$325</td>
</tr>
<tr>
<td>Senior and Chief Residents Leadership Conference+</td>
<td>$175</td>
<td>$275</td>
<td>$325</td>
</tr>
<tr>
<td>+Includes General Meeting Registration</td>
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<tr>
<td>Education Coordinator/Administrator</td>
<td>$400</td>
<td>$500</td>
<td>$550</td>
</tr>
<tr>
<td>Anesthesiology Assistant</td>
<td>$400</td>
<td>$500</td>
<td>$550</td>
</tr>
<tr>
<td>Anesthesiology Assistant Student</td>
<td>$175</td>
<td>$275</td>
<td>$325</td>
</tr>
<tr>
<td>President’s Reception Guest</td>
<td>$25</td>
<td>$25</td>
<td>$25</td>
</tr>
<tr>
<td>(Children Under 10 Free)</td>
<td></td>
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</tbody>
</table>

Registration will close May 21, 2014. You should plan to register on site after that date.

Registration Fee Subtotal: _____________________

MERC Fees Total (from page 2): _____________________

Total Fees Due to SEA: _____________________

Cancellation Policy: Cancellations received through May 5, 2014 will receive a full refund. Cancellations received from May 5-19, 2014 will receive a refund of 80 percent. Refunds will not be given after May 19, 2014. Cancellation of a meeting registration must be submitted in writing. Refunds will be determined by date written cancellation is received at the SEA office in Milwaukee, Wisconsin.

### Method of Payment

- **Check** (made payable to Society for Education in Anesthesia and must be in U.S. funds drawn from a U.S. bank)
- **Visa**
- **MasterCard**
- **Discover**
- **American Express**

### Special Needs

- I will require vegetarian meals
- I will require Kosher meals
- I will require handicap assistance
- I will require assistance not specified on this form. If so, please contact SEA at (414) 389-8614.

Please mail or fax both pages of form with payment to:

SEA
6737 W Washington St, Suite 1300
Milwaukee, WI 53214

Fax: (414) 276-7704

Or register online at www.SEAhq.org

Questions? (414) 389-8614

Please select your Workshops on page 2 of the registration form.
Attendees may select one Workshop per session. Workshops will be assigned on a first-come, first-served basis and seating is limited as indicated.

*First Name  
MI  
*Last Name

*Affiliation(s) and Degrees(s)  
*Institution

Meeting Workshops
Space is limited; 30 spots per workshop. Only select 1 per timeslot.

Friday, May 30, 10:30 am – 12:00 pm
- A.) Anesthesia Professional with a Personality Disorder: A Threat to Safety and Productivity and How to Mitigate It
- B.) Developing Resident Remediation Strategies Following Poor Performance on a Training-Level Specific OSCE: How Do Faculty Develop Remediation Plans for Individual Residents With Poor Performance? How Do Faculty Develop and Determine the Pass Fail Standards for an OSCE?
- C.) You’re the Mentor, I’m the Mentee - Making the Relationship Work
- D.) Effective Peer Teaching Evaluations - Learning How To Help Others
- E.) Achieving More Life Balance with Effective Organization
- F.) Creating an OR Management Rotation in Your Program

Friday, May 30, 3:30 pm – 5:00 pm
- A.) Promoting Cultural Change By Developing & Promoting Faculty
- B.) Digital Literacy for Today’s Anesthesia Educators
- C.) Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching
- D.) Can Giving High-Quality Feedback Be Improved?
- E.) Effective Peer Teaching Evaluations - Learning How To Help Others
- F.) Wellness Initiatives Tailored to Your Department - Ideas for Implementation

Saturday, May 31, 9:00 am – 10:30 am
- A.) A Simple Yet Powerful Tool: How to Create and Use Mentoring Maps to Assist in the Development of You, Your Mentees, and Your Department
- B.) Digital Literacy for Today’s Anesthesia Educators
- C.) Surpassing Barriers to Implementing Milestone Assessment
- D.) The Faculty Member with Poor Teaching Evaluations: What Can the Program Do?
- E.) Creating an OR Management Rotation in Your Program
- F.) Program Director Roundtable

Saturday, May 31, 4:00 pm – 5:30 pm
- A.) Anesthesia Professional with a Personality Disorder: A Threat to Safety and Productivity and How to Mitigate It
- B.) You’re the Mentor, I’m the Mentee - Making the Relationship Work
- C.) Surpassing Barriers to Implementing Milestone Assessment
- D.) The Faculty Member with Poor Teaching Evaluations: What Can the Program Do?
- E.) Achieving More Life Balance with Effective Organization

Sunday, June 1, 10:15 am – 11:45 am
- A.) Developing Resident Remediation Strategies Following Poor Performance on a Training-Level Specific OSCE: How Do Faculty Develop Remediation Plans for Individual Residents With Poor Performance? How Do Faculty Develop and Determine the Pass Fail Standards for an OSCE?
- B.) Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching
- C.) Can Giving High-Quality Feedback Be Improved?
- D.) Wellness Initiatives Tailored to Your Department - Ideas for Implementation

MERC Workshops
Space is limited to 34 participants.
All (6) MERC Workshops are included in the MERC Workshop Fee. Attendance at all (6) MERC Workshops is required to receive certification credits for the MERC Workshops.

*In the event that workshops do not sell out, individual workshops will be offered at $100 each.

Registration Fees
- Early Bird by May 5
- May 6-21*
- Onsite Fee
- MERC Workshop..............................$500 ......... $550 ...........$600

MERC Fees Total: ___________________
(please transfer amount to page 1)

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MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity