SEA 30th Spring Meeting
Collaborative Education In An Ever Changing World
April 24 – 26, 2015
Motif Seattle
Seattle, Washington

Register Online at www.SEAhq.org
Program Information

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 2015 Spring Annual Meeting includes continental breakfasts, coffee breaks, one luncheon, SEA’s President’s Reception, all workshops (except simulations) 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 2015. Member registrants must have 2015 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 at www.SEAhq.org.

Registration Deadline
The registration deadline for the meeting is April 13, 2015. Registrations received after April 13, 2015, will be processed at a higher fee.

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 16.75 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

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 remains strongly committed to providing the best available evidence-based clinical information to participants of this educational activity and requires an open disclosure of any potential conflict of interest identified by our faculty members. It is not the intent of the American Society of Anesthesiologists to eliminate all situations of potential conflict of interest, but rather to enable those who are working with the American Society of Anesthesiologists to recognize situations that may be subject to question by others. All disclosed conflicts of interest are reviewed by the educational activity course director/chair to ensure that such situations are properly evaluated and, if necessary, resolved. The American Society of Anesthesiologists educational standards pertaining to conflict of interest are intended to maintain the professional autonomy of the clinical experts inherent in promoting a balanced presentation of science. Through our review process, all American Society of Anesthesiologists CME activities are ensured of independent, objective, scientifically balanced presentations of information. Disclosure of any or no relationships will be made available for all educational activities.

Special Needs
The Society for Education in Anesthesia fully complies with the legal requirements of the Americans with Disabilities Act and the rules and regulations thereof. If any attendee in this educational activity is in need of accommodations, please contact the SEA at (414) 389-8614.

Cancellation Policy
Cancellations received through March 31, 2015, will receive a full refund. Cancellations received from April 1, 2015 through April 13, 2015 will receive a refund of 60 percent. Refunds will not be given after April 13, 2015. 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, WI.
Overall Learning Objectives

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

• Recognize anesthesiology and surgical educators’ training needs and areas where these overlap
• Describe how a collaborative approach to training provides the best patient care
• Describe educational research methods applicable to both anesthesiology and surgical educators
• Discuss the benefits of interdisciplinary simulation training as a way of improving patient care
• Formulate novel interdisciplinary training scenarios using high and/or low fidelity simulation
• Describe the Perioperative Surgical Home (PSH) model for patient-centered surgical care
• Discuss the various approaches to the PSH used by different organizations nationally
• Distinguish the curricular elements of an ideal PSH training module
• Determine the optimal time for training in the PSH to occur

Friday Simulation Workshops *(Separate registration fee of $25 each)*

**Developing an Advanced Laparoscopic Skills Curriculum - What Do We Need and How Do We Get There? A Joint Workshop of SAGES and ASE**

Upon completion of this activity, learners will:

• Identify common areas for improvement in advanced laparoscopic skills among graduating general surgery residents.
• Recognize the benefits and challenges to implementing an advanced laparoscopic skills curriculum.
• Assess the advanced laparoscopic skills simulation curriculum presented and recommend improvements/modifications for their institutions.
• Build an inexpensive advanced laparoscopic skills simulator.

**Teaching And Implementing The 2 Challenge Rule**

Upon completion of this activity, learners will:

• Describe the 2 Challenge Rule, including concepts of advocacy and inquiry, and know when to employ it clinically.
• Gain experience practicing the 2 Challenge Rule in small group simulations to gain confidence and competence.
• Decrease the potential for patient safety breaches by employing the 2 Challenge Rule clinically.

**Use of High-Fidelity Simulation to Improve Handoff Communication Among Surgery and Anesthesiology Residents**

Upon completion of this activity, learners will:

• Overcome barriers to effective patient handoffs.
• Communicate effectively in a structured manner when performing handoffs.
• Implement a simulation-based curriculum to teach surgery and anesthesiology residents how to perform safe and effective handoffs.

**Interdisciplinary Simulation-Based Crisis Resource Management Training for Anesthesia and Surgery Residents**

Upon completion of this activity, learners will:

• Describe the principles of CRM in an operative setting.
• Create a simulated surgical abdomen training model.
• Assess the non-technical skills of learners using ANTS or NOTSS assessment tools.
• Design and implement an interdisciplinary simulation-based CRM curriculum for residents at their home institution.
**Addressing the Emotional and Cognitive Impact of Simulation**

Upon completion of this activity, learners will:

- Review the immediate and long term impact of unanticipated tragic patient outcomes on health care providers.
- Recognize effective versus counterproductive coping strategies to deal with negative emotions after a bad outcomes - Case presentations.
- Discuss the 3D Model of Debriefing - Case presentations.

**Don’t Fall in the (Generation) Gap!**

Upon completion of this activity, learners will:

- Identify the generalized differences in generations.
- Apply generational differences to expectations of professionalism of their residents.
- Recognize that behaviors and attitudes seen in an academic program may be due to difference in viewpoints based on generational differences. Discuss methods for incorporating generational material into curriculum.

**Embracing Quality Improvement: Multidisciplinary approach to training residents in QI/PS at your institution**

Upon completion of this activity, learners will:

- Describe the new ACGME requirements pertaining to resident training in quality improvement and patient safety.
- Identify ways to train and engage residents in QI/PS.
- Operationalize resident involvement in multidisciplinary quality improvement.

**Innovation Competition-Based Simulation Approach for Objective Skill Assessment of Anesthesiology Residents**

Upon completion of this activity, learners will:

- Gain an understanding of the format, structure, organization and educational goals of an Anesthesia Olympics simulation event.
- Describe opportunities to develop an Olympic-style event at their own institution, including considerations of planning and possible pitfalls.
- Apply knowledge of the Anesthesia Olympics event to draft their own workstations or events.

**Integration of simulation into medical school basic science curriculum**

Upon completion of this activity, learners will:

- Describe how to develop clinical scenarios for basic science courses in medical school.
- Review clinical capabilities of different simulator models.
- Begin to design a simulation clinical scenario that could be used to teach medical school basic science concepts.

**Interdisciplinary Emergency Manual Implementation: Training the trainers for interactively teaching why, when, and how to use effectively**

Upon completion of this activity, learners will:

- Describe at least one each of challenges and facilitators to effective emergency manual use (Change in Knowledge)
- Propose at least two methods for training clinicians to address a perceived challenge (Change in Knowledge & Competence)
- Actively design, debrief, and revise (in groups) an emergency manual training component, that could be used to address a perceived use challenge and thereby increase effective team use of emergency manuals during clinical critical events (Change in Competence & Performance)

**Navigating Difficult Perioperative Conversations through Strategy and Simulation**

Upon completion of this activity, learners will:

- Introduce the ASA and ACS guidelines on caring for patients with DNR orders. Particular emphasis will be placed on encouraging “required reconsideration” and guiding practitioners away from policies of automatic cancellation of DNR orders.
- Surgeons and anesthesiologists will be presented with an opportunity to work through challenges encountered in caring for patients with active DNR orders in a simulated environment. Participating in this activity will highlight the educational gaps in the development of necessary “verbal dexterity” in caring for such patients. Furthermore, the use of live simulation scenarios can identify opportunities for process improvement at the institutional level.
Friday Workshops (continued)

Taking Down the Drapes: Giving Interdisciplinary Feedback
Upon completion of this activity, learners will:
• Apply principles of interdisciplinary communication and feedback to challenging clinical situations.
• Describe appropriate methods of providing feedback in difficult situations to individuals of different disciplines.
• Develop one plan for communication improvement in their own practice that will be done in the next month to provide effective interdisciplinary feedback and/or to encourage this practice in their culture of clinical practice.

The Team Training Tower: An Imaginative Hands-On Approach to Team Communication Training
Upon completion of this activity, learners will:
• Demonstrate understanding of TeamSTEPPS concepts and tools through the use of an interactive activity with allotted resources.
• Demonstrate understanding of effective debriefing using the provided workshop debriefing guide.
• Be able to modify and operate the Team Training Tower exercise in their own institutions using the take-home package of activity instructions.
• Participants will demonstrate use of the TS tools to improve communication and teamwork in their practice
• Discuss how Implementing TeamSTEPPS concepts has shown to improve patient outcomes through better communication and teamwork

Use of simulation as an assessment tool in cardiac anesthesia and cardiac surgery
Upon completion of this activity, learners will:
• A new way to assess the milestones.
• Each participant will have the opportunity to observe, practice and critique simulation as an assessment tool for milestone evaluation (Change in knowledge)
• Knowledge and skill of how to use a different tool for assessment of the milestones. (Performance)
• Method to teach and provide feedback to the trainees, to address underlying issues in a benign and safe environment without compromising patient care (patient outcome)

Saturday Workshops (Listed Alphabetically)

Construction and Implementation of the Objective Structured Clinical Exam (OSCE): Educational Rationale and Practical Aspects
Upon completion of this activity, learners will:
• Discuss the educational principles on which OSCEs are used as an assessment tool.
• Delineate steps in the construction of an OSCE.
• Meet challenges that need to be overcome in order to set up an OSCE session.

Cool Apps for Personal Knowledge Management
Upon completion of this activity, learners will:
• Gain a basic understanding of 5 types of electronic tools (apps) available to enhance their academic and educational productivity
• Apply this new knowledge to their daily activities

Digital Tools for Evaluation/Assessment
Upon completion of this activity, learners will:
• Gain a basic understanding of 3 free apps that can be used for evaluation and/or assessment.
• Apply this new knowledge for assessment purposes at their own institutions.
• Evaluate/assess their learners in more efficient, and potentially more effective ways.

Expanding Communication Styles to Fit Multicultural World
Upon completion of this activity, learners will:
• Increase awareness of inter-cultural differences in communication.
• Apply non-verbal communication techniques.
• Use different inter-cultural communication styles.
Saturday Workshops (continued)

How to Create a Simulation Workshop for your Anesthesia Clerkship in 90 Minutes!
Upon completion of this activity, learners will:
• Recognize the value of a simulation workshop for the medical students participating in the anesthesia clerkship.
• Formulate a plan to implement a medical student simulation curriculum in their own institution.
• Identify possible challenges to implementation and formulate strategies to overcome them.

How to implement a Root Cause Analysis Conference in your program.
Upon completion of this activity, learners will:
• Be able to identify and apply the parts of a Root Cause Analysis
• Be able to apply the Root Cause Analysis technique to existing patient safety issues
• Be able to apply the Root Cause Analysis technique to system issues

Integrating Multimedia Educational Technologies to Engage Large Audiences
Upon completion of this activity, learners will:
• Be able to describe 3 audience engaging techniques (ie. role play, think-pair-share, use of audience response systems such as PollEveryWhere)
• Be able to identify characteristics that negatively impact on audience engagement during a presentation, in order to avoid these characteristics in future lectures.
• Be able to demonstrate these techniques in their own lecture.

Managing Milestones for Your CCC – Turning mountains of data into meaningful assessment
Upon completion of this activity, learners will:
• Develop a mechanism to integrate individual faculty evaluations into valid milestones data that will facilitate CCC evaluation of residents using milestones.
• Appraise various methods for effectively presenting milestone results to trainees, programs, and faculty mentors. Feel confident in the residency’s ability to convey the milestones results.
• Identify strategies within milestone evaluations that allow other residencies’ CCCs to track resident progress with special attention to struggling residents.

Milestones in Actual Practice: A Sharing of Experiences
Upon completion of this activity, learners will:
• Gain a better understanding of milestones assessment at their institution by discussing their experience as well as hearing the experience of other participants.
• Develop strategies for improving subsequent milestones assessment meetings to include utilization of different evaluation tools as needed, improving meeting efficiency, changing content and format as needed.
• Have a plan for what participants would like to do at the Fall Meeting.

Peer Evaluation: Educating the Educator
Upon completion of this activity, learners will:
• 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.
### Sunday Workshops (Listed Alphabetically)

**Applying Metacognitive Techniques to Anesthesia Education**
*Some advance preparation is suggested for this workshop. Materials will be sent to you by the workshop leaders prior to the meeting.*

Upon completion of this activity, learners will:
- Learn the basics of Metacognition
- Have used Metacognitive techniques in live education session to teach others

**Managing Milestones for Your CCC – Turning mountains of data into meaningful assessment**

Upon completion of this activity, learners will:
- Develop a mechanism to integrate individual faculty evaluations into valid milestones data that will facilitate CCC evaluation of residents using milestones.
- Appraise various methods for effectively presenting milestone results to trainees, programs, and faculty mentors. Feel confident in the residency’s ability to convey the milestones results.
- Identify strategies within milestone evaluations that allow other residencies’ CCCs to track resident progress with special attention to struggling residents.

**Team Based Learning in Anesthesia; Begin With the End in Mind**

Upon completion of this activity, learners will:
- Participate in a Team Based Learning Exercise.
- Create a Team Based Learning application exercise.

### Program Schedule

#### Thursday, April 23, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:30pm – 9:00pm</td>
<td>SEA Board of Directors Meeting</td>
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#### Friday, April 24, 2015

**Innovations in Simulation**
*All Friday Events will occur in collaboration with the Association for Surgical Education (ASE) at their host hotel, Westin Seattle unless otherwise noted.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:30 am – 5:00 pm</td>
<td>SEA Spring Meeting Registration* At Motif Hotel</td>
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</tbody>
</table>
| 7:00 am – 8:00 am | ASE Presidential Address – “Simulators: Past and Future”  
Daniel Jones, M.D. – ASE President |
| 8:00 am – 8:30 am | SEA Opening Remarks  
Stephen Kimatian, M.D. – SEA President |
| 8:30 am – 9:45 am | ASE/SEA Concurrent Oral Presentations  
Choose 1 of 4 different breakouts |
| 9:45 am – 10:00 am | Break                                                      |
# Program Schedule

## Friday, April 24, 2015 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
</table>
| 10:00 am – 11:00 am | General Session: Complex Adaptive Systems  
 Robert J. Robson, M.D.C.M., M.Sc., FRCP(C)                            |
| 11:00 am – 12:00 pm | General Session Panel: Debate on Hot Topics in Simulation  
 Moderators: Christine Park, M.D.; Nick Sevdalis, Ph.D.; Robert J. Robson, M.D.C.M., M.Sc., FRCP(C)  
 ASE Panelists: Dimitrios Stefanidis, M.D., Ph.D.; John Paige, M.D.; Shawn Tsuda, M.D.; James Komndorffer, M.D.  
 SEA Panelists: Keith Littlewood, M.D.; Manny Pardo, M.D.; Amanda Burden, M.D. |
| 12:00 pm – 1:00 pm  | Thinking Out of the Box Luncheon  
 Separate Pre-Registration Required                                     |
| 1:30 pm – 3:00 pm   | SEA Workshops – Set 1  
 (Space is limited to 30 per workshop)                                  |
|                     | A.) Taking Down the Drapes: Giving Interdisciplinary Feedback  
 At Motif Hotel  
 K. Grace Lim, M.D.; Keith E. Littlewood, M.D.; Rachel M. Kacmar, M.D.; Kristin Ondecko-Ligda, M.D. |
|                     | B.) Addressing the Emotional and Cognitive Impact of Simulation  
 At Motif Hotel  
 Haleh Saadat, M.D., FAAP; Amy E. Vinson, M.D., FAAP; Marco Corridore, M.D.; Viji Kurup, M.D. |
|                     | C.) Embracing Quality Improvement: Multidisciplinary approach to training residents in QI/PS at your institution  
 At Motif Hotel  
 Harendra Arora, M.D.; Michael O. Meyers, M.D.; Maged Argaliou, M.D. |
|                     | D.) Navigating Difficult Perioperative Conversations through Strategy and Simulation  
 At Motif Hotel  
 Michael Kushelev, M.D.; Kenneth R. Moran, M.D.; Uma B. Sasso, M.D. |
|                     | E.) Don't Fall in the (Generation) Gap!  
 At Motif Hotel  
 Susan M. Martinelli, M.D.; David C. Mayer, M.D.; Candra R. Bass, M.D.; Michael O. Meyers, M.D. |
|                     | F.) Interdisciplinary Emergency Manual Implementation: Training the trainers for interactively teaching why, when, and how to use effectively  
 At Motif Hotel  
 Sara Goldhaber-Fiebert, M.D.; Denise W. Gee, M.D.; Louise Wen, MD; Rebecca D. Minehart, M.D. |
|                     | G.) The Team Training Tower: An Imaginative Hands-On Approach to Team Communication Training  
 At Motif Hotel  
 Brian Ross, Ph.D., M.D.; Ross Ehrmantrut, RN, HRET Senior Fellow; Megan Sherman, B.A. |
| 1:30 pm – 3:00 pm   | Immersive Simulation Workshops  
 Separate Pre-Registration Required – Space is limited to 15 per workshop. Simulations held at University of Washington Institution for Simulation and Interprofessional Studies (I.S.I.S.). Transportation Provided from the Westin Hotel. |
|                     | A.) Interdisciplinary Simulation-Based Crisis Resource Management Training for Anesthesia and Surgery Residents  
 James N. Lau, M.D.; Sara Goldhaber-Fiebert M.D.; Ankeet Udani, M.D. |
|                     | B.) Developing an Advanced Laparoscopic Skills Curriculum – What Do We Need and How Do We Get There?  
 A Joint Workshop of SAGES and ASE  
 Dmitry Nepomnaysby M.D.; Ghada Enari M.D.; Ysuke Watanabe M.D.; Katherine McKendy M.D.; Richard Birkett M.D.; John Paige M.D.; Melina Vassiliou M.D. |
|                     | C.) Use of High-Fidelity Simulation to Improve Handoff Communication Among Surgery and Anesthesiology Residents  
 Jaime B. Hyman, M.D.; Adam Levine, M.D.; Scott Nguyen, M.D.; Francine Yudkowitz, M.D., FAAP |
|                     | D.) Teaching And Implementing The 2 Challenge Rule  
 Alan Kulig, M.D.; Gladys L. Fernandez, M.D. |
## Program Schedule

### Friday, April 24, 2015 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 3:30 pm – 5:00 pm| **SEA Workshops – Set 2**  
(Space is limited to 30 per workshop) |

A.) Taking Down the Drapes: Giving Interdisciplinary Feedback  
K. Grace Lim, M.D.; Keith E. Littlewood, M.D.; Rachel M. Kacmar, M.D.; Kristin Ondecko-Ligda, M.D.

B.) Addressing the Emotional and Cognitive Impact of Simulation  
Haleh Saadat, M.D., FAAP; Amy E. Vinson, M.D., FAAP; Marco Corridore, M.D.; Viji Kurup, M.D.

C.) Embracing Quality Improvement: Multidisciplinary approach to training residents in QI/PS at your institution  
Harendra Arora, M.D.; Michael O. Meyers, M.D.; Maged Argalious, M.D.

D.) Integration of simulation into medical school basic science curriculum  
Lori D. Meyers, M.D.; Jonathan Lipps, M.D.; Bryan Mahoney, M.D.

E.) Innovation Competition-Based Simulation Approach for Objective Skill Assessment of Anesthesiology Residents  
Annette Rebel, M.D.; Jeremy Dority, M.D.; Dung Nguyen, M.D.; Amy DiLorenzo, M.A.

F.) Use of simulation as an assessment tool in cardiac anesthesia and cardiac surgery  
Sujatha Bhandary; Robert Higgins; Ravi S. Tripathi, M.D.

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<th>Time</th>
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| 3:30 pm – 5:00 pm| **Immersive Simulation Workshops**  
Separate Pre-Registration Required – Space is limited to 15 per workshop. Simulations held at University of Washington Institution for Simulation and Interprofessional Studies (I.S.I.S.). Transportation Provided from the Westin Hotel. |

A.) Interdisciplinary Simulation-Based Crisis Resource Management Training for Anesthesia and Surgery Residents  
James N. Lau, M.D.; Sara Goldhaber-Fiebert M.D.; Ankeet Udani, M.D.

B.) Developing an Advanced Laparoscopic Skills Curriculum – What Do We Need and How Do We Get There? A Joint Workshop of SAGES and ASE  
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C.) Use of High-Fidelity Simulation to Improve Handoff Communication Among Surgery and Anesthesiology Residents  
Jaime B. Hyman, M.D.; Adam Levine, M.D.; Scott Nguyen, M.D.; Francine Yudkowitz, M.D., FAAP

D.) Teaching And Implementing The 2 Challenge Rule  
Alan Kulig, M.D.; Gladys L. Fernandez, M.D.

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 5:30 pm – 7:00 pm| **President's Reception**  
At Motif Hotel |

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 pm</td>
<td><strong>Dine Around</strong></td>
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</table>
# Program Schedule

## Saturday, April 25, 2015

**Educating Residents in New Paradigms and Practice Models: The Perioperative Surgical Home**

<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 – 8:00 am</td>
<td>Breakfast &amp; Committee Roundtable Discussions</td>
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<tr>
<td>8:00 am – 4:00 pm</td>
<td>SEA Leadership Program for Chief and Senior Residents</td>
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<tr>
<td></td>
<td><em>Separate Registration &amp; Program (See Page 16)</em></td>
</tr>
<tr>
<td>8:00 am – 8:15 am</td>
<td>Opening Remarks and Announcements</td>
</tr>
<tr>
<td></td>
<td>Karen J. Souter, M.B., B.S., F.R.C.A. &amp; Christine Park, M.D.</td>
</tr>
<tr>
<td>8:15 am – 9:00 am</td>
<td>General Session: What is the PSH and why should we care?</td>
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<td>Zeev N. Kain, M.D., M.B.A.</td>
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<tr>
<td>9:00 am – 10:15 am</td>
<td>General Session Panel: What does the PSH model looks like in practice? Strategic and operational experiences and differences in institutional cultures, politics, and required approaches.</td>
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<tr>
<td></td>
<td>Moderator: Zeev N. Kain, M.D., M.B.A.</td>
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<td></td>
<td>Panels: Thomas R. Vetter, M.D., M.P.H.; Kyle S. Ahn, M.D.; Ran Schwarzkopf, M.D., MSc</td>
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<tr>
<td>10:15 am – 10:45 am</td>
<td>Coffee Break &amp; Moderated Poster Viewing</td>
</tr>
<tr>
<td>10:45 am – 12:15 pm</td>
<td>Workshops – Set 3</td>
</tr>
<tr>
<td></td>
<td><em>(Space is limited to 30 per workshop)</em></td>
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<tr>
<td></td>
<td>A.) How to implement a Root Cause Analysis Conference in your program.</td>
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<tr>
<td></td>
<td>Gary E. Loyd, M.D., M.M.M.; Amie Hoefnagel, M.D.; Saurin J. Shah, M.D.</td>
</tr>
<tr>
<td></td>
<td>B.) Cool Apps for Personal Knowledge Management</td>
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<tr>
<td></td>
<td>K. Annette Mizuguchi, M.D., Ph.D., MMSc; Swapna Chaudhuri, M.D., Ph.D.; John P. Lawrence, M.D., M.Ed.; John D. Mitchell, M.D.; Andres T. Navedo-Rivera, M.D.; Ravi S. Tripathi, M.D.; Bryan Mahoney, M.D.; David C. Mayer, M.D.</td>
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<tr>
<td></td>
<td>C.) Construction and Implementation of the Objective Structured Clinical Exam (OSCE): Educational Rationale and Practical Aspects</td>
</tr>
<tr>
<td></td>
<td>Kokila Thenuwara, M.B.B.S., M.D., M.M.E.; Regina Fragneto, M.D.; Gail I. Randelm M.D.; David A., Young, M.D. M.Ed., M.B.A., FAAP</td>
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<tr>
<td></td>
<td>D.) Milestones in Actual Practice: A Sharing of Experiences</td>
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<td>J. Thomas McLarney, M.D.; Carol Ann B. Diachun, M.D., M.S.Ed.</td>
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<tr>
<td></td>
<td>E.) Expanding Communication Styles to Fit Multicultural World</td>
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<tr>
<td></td>
<td>Ljuba Stojiljkovic, MD, PhD; Andres T. Navedo-Rivera; Meltem Yilmaz</td>
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<tr>
<td>12:15 pm – 1:45 pm</td>
<td>Business Meeting &amp; Luncheon</td>
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<tr>
<td>1:45 pm – 3:00 pm</td>
<td>General Session Panel:</td>
</tr>
<tr>
<td></td>
<td>1. Overview of PSH Curriculum – How and why these skills/competencies are needed?</td>
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<td>2. PHS Meets ACGME Milestones and the Next Accreditation System</td>
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<td>Moderator: Neal H. Cohen, M.D., MPH, MS</td>
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<tr>
<td>3:00 pm – 3:30 pm</td>
<td>SEA/HVO</td>
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<tr>
<td></td>
<td>Joanna M. Davies, MB, BS, FRCA</td>
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<tr>
<td>3:30 pm – 4:00 pm</td>
<td>Coffee Break &amp; Moderated Poster Viewing</td>
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## Saturday, April 25, 2015 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 4:00 pm – 5:30 pm | Workshops – Set 4  
(Space is limited to 30 per workshop)                                      |

### A.) Digital Tools for Evaluation/Assessment
John P. Lawrence, M.D., M.Ed.; Swapna Chaudhuri, M.D., Ph.D.; Andres T. Navedo-Rivera, M.D.; Bryan Mahoney, M.D.; Ravi S. Tripathi, M.D.; John D. Mitchell, M.D.; K. Annette Mizuguchi, M.D., Ph.D., MMSc

### B.) Peer Evaluation: Educating the Educator
Cathleen Peterson-Layne, Ph.D., M.D.; David A. Young, M.D. M.Ed., M.B.A., FAAP; Carol Ann B. Diachun, M.D., M.S.Ed.; Kokila N. Thenuwara, M.B.B.S., M.D., M.M.E.

### C.) Managing Milestones for Your CCC – Turning mountains of data into meaningful assessment
Elizabet (Libby) Ellinas, M.D.; Aileen Adriano, M.D.; Cindy Ku, M.D.; Stephanie B. Jones, M.D.

### D.) How to Create a Simulation Workshop for your Anesthesia Clerkship in 90 Minutes!
Alina Lazar M.D.; Igor Tkachenko M.D. Ph.D.

### E.) Integrating Multimedia Educational Technologies to Engage Large Audiences
Christine L. Mai, M.D.; Rebecca D. Minehart, M.D.

## Sunday, April 26, 2015

**Educating Residents in New Paradigms and Practice Models: The Perioperative Surgical Home**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am – 8:00 am</td>
<td>Breakfast &amp; Committee Roundtable Discussions</td>
</tr>
<tr>
<td>8:00 am – 8:25 am</td>
<td>Best of Posters Presentation</td>
</tr>
<tr>
<td></td>
<td>Franklyn P. Cladis, MD</td>
</tr>
<tr>
<td>8:25 am – 9:00 am</td>
<td>Coffee Break &amp; Moderated Poster Viewing</td>
</tr>
</tbody>
</table>
| 9:00 am – 10:30 am | Workshops – Set 5  
(Space is limited to 30 per workshop)                                      |

### A.) Applying Metacognitive Techniques to Anesthesia Education*
*Some advance preparation is suggested for this workshop. Materials will be sent to you by the workshop leaders prior to the meeting.
Sheldon Goldstein, M.D.; Tracey Straker, M.D.; Sujatha Ramachandran, M.D.; Michael Rufino, M.D.

### B.) Team Based Learning in Anesthesia; Begin With the End in Mind
Adria Boucharel, M.D.; Cheryl Moody, PT, DPT, PCS, C/NDT; Adrian Hendrickse, B.M., F.R.C.A.

### C.) Managing Milestones for Your CCC – Turning mountains of data into meaningful assessment
Elizabeth (Libby) Ellinas, M.D.; Aileen Adriano, M.D.; Cindy Ku, M.D.; Stephanie B. Jones, M.D.
Program Planning Committee

Christine Park, M.D.
Spring Meeting Co-Chair
Associate Professor
Northwestern University Feinberg
School of Medicine
Chicago, IL

Karen J. Souter, M.B., B.S., F.R.C.A.
Spring Meeting Co-Chair
Associate Professor, Vice Chair for
Education & Residency Program
Director
University of Washington School of
Medicine
Seattle, WA

Basem B. Abdelmalak, M.D.
Associate Professor of Anesthesiology
Cleveland Clinic
Cleveland, OH

Carol Ann B. Diachun, M.D., M.S.Ed.
Associate Chair for Education
Anesthesiology Residency Program
Director
University of Florida – Jacksonville
Jacksonville, FL

Adrian Hendrickse, B.M., F.R.C.A.
Associate Professor
University of Colorado Denver
Aurora, CO

Elena J. Holak, M.D., Pharm.D.
Professor of Anesthesiology
Medical College of Wisconsin
Milwaukee, WI

Stephanie B. Jones, M.D.
Vice Chair for Education
Department of Anesthesia, Critical
Care, and Pain Medicine
Beth Israel Deaconess Medical Center
Associate Professor in Anesthesia
Harvard Medical School
Boston, MA

John D. Mitchell, M.D.
Residency Program Director
Department of Anesthesia, Critical
Care and Pain Medicine
Beth Israel Deaconess Medical Center
Assistant Professor of Anesthesia
Harvard Medical School
Boston, MA

Michael R. Sandison, M.D.
Professor
Albany Medical Center
Albany, NY

Deborah A. Schwengel, M.D.
Assistant Professor of Anesthesiology,
Critical Care Medicine and Pediatrics
John Hopkins Hospital
Baltimore, MD

Samuel D. Yanofsky, M.D., M.S.Ed.
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, M.D., M.Ed., M.B.A.
Associate Professor
Baylor College of Medicine
Houston, TX

Faculty

Aileen Adriano, M.D.
Clinical Associate Professor,
Associate Program Director
Stanford, CA

Kyle S. Ahn, M.D.
Assistant Clinical Professor
Associate Residency Program
Director
Director of Regional Anesthesia and
Acute Pain Medicine
Department of Anesthesiology and
Perioperative Care
University of California, Irvine
Orange, CA

Navid Alem, M.D.
Assistant Clinical Professor
Department of Anesthesiology &
Perioperative Care
UC Irvine School of Medicine
Orange, CA

Maged Argalious, M.D.
Program Director
Cleveland Clinic
Cleveland, OH

Harendra Arora, M.D.
Professor and Vice Chair for
Education, Anesthesiology
Program Director, Anesthesiology
Residency
Section Head, Vascular and
Transplant Anesthesia
University of North Carolina at Chapel
Hill
Chapel Hill, NC

Candra Rowell Bass, M.D.
Assistant Professor of Anesthesiology
University of North Carolina
Chapel Hill, NC

Sujatha Bhandary
Assistant Professor Clinical
The Ohio State University. Department
of anesthesiology
Columbus, OH

Adria Boucharel, M.D.
Assistant Professor
Children’s Hospital Colorado
Aurora, CO

Swapna Chaudhuri, M.D., Ph.D.
Professor & Vice Chair-Administration
Texas Tech University HSC
Lubbock, TX

Ira Todd Cohen, M.D., M.Ed., FAAP
Professor of Anesthesiology and
Pediatrics
George Washington School of
Medicine
Director of Education
Children’s National Medical Center
Washington, DC

Neal H. Cohen, M.D., MPH, MS
Professor of Anesthesia and
Perioperative Care and Medicine
Vice Dean
UCSF School of Medicine
San Francisco, CA

Marco Corridore, M.D.
Assistant Professor of Anesthesiology
Director of fellowship program
Ohio State University/ Nationwide
Children’s Hospital
Columbus, OH

Joanna M. Davies, MBBS, FRCA
Associate Professor
Department of Anesthesiology & Pain
Medicine
University of Washington
Seattle, WA

Carol Ann B. Diachun, M.D., M.S.Ed.
Associate Chair for Education
Anesthesiology Residency Program
Director
University of Florida - Jacksonville
Jacksonville, FL

Amy Di Lorenzo, M.A.
Education Specialist, Senior Lecturer
Department of Anesthesiology
University of Kentucky
Lexington, KY

Galina Dimitrova, M.D.
Assistant Professor Clinical
The Ohio State University. Department
of anesthesiology
Columbus, OH

Jeremy Dority, M.D.
Assistant Professor of Anesthesiology
Associate Program Director of the
Anesthesiology Residency Program
Chief, Division of Neuroanesthesia
Department of Anesthesiology
University of Kentucky
Lexington, KY
Ross Ehrmantraut, RN, HRET
Senior Fellow
Director of Team Performance - UW Medicine
Institute for Simulation and Interprofessional Studies
Organizational Development and Training
Seattle, WA

Elizabeth (Libby) Ellinas, M.D.
Associate Professor of Anesthesiology
Medical College of Wisconsin
Milwaukee, WI

Herodotos Ellinas, M.D., FAAP, F.A.C.P.
Assistant Professor of Anesthesiology
Medical College of Wisconsin
Milwaukee, WI

Gladys L. Fernandez, M.D.
Assistant Professor of Surgery
Tufts University School of Medicine
Baystate Medical Center
Assistant Program Director in Surgery
Baystate Medical Center Surgical Residency Program
Simulation Programs Administrative Manager
Baystate Simulation Center
Springfield, MA

Regina Y. Fragneto, M.D.
Professor of Anesthesiology
University of Kentucky College of Medicine
Lexington, KY

Denise W. Gee, M.D.
Assistant Professor of Surgery
Massachusetts General Hospital
Boston, MA

Sara Goldhaber-Fiebert, M.D.
Clinical Assistant Professor of Anesthesiology, Perioperative and Pain Medicine
Stanford University School of Medicine
Stanford, CA

Sheldon Goldstein, M.D.
Associate Professor of Clinical Anesthesiology
Albert Einstein College of Medicine
Bronx, NY

Adrian Hendrickse, B.M., F.R.C.A.
Associate Professor
University of Colorado
Aurora, CO

Robert Higgins
Professor
The Ohio State University. Department of Surgery
Columbus, OH

Amie Hoefnagel, M.D.
Assistant Professor of Anesthesiology
University of Rochester School of Medicine and Dentistry
Rochester, NY

Jaime B. Hyman, M.D.
Assistant Professor of Anesthesiology
Icahn School of Medicine at Mount Sinai
New York, NY

Stephanie B. Jones, M.D.
Vice Chair for Education
Department of Anesthesia, Critical Care, and Pain Medicine
Beth Israel Deaconess Medical Center
Associate Professor in Anesthesia
Harvard Medical School
Boston, MA

Rachel M. Kacmar, M.D.
Assistant Professor of Anesthesiology
University of Colorado School of Medicine
Aurora, CO

Zeev N. Kain, M.D., M.B.A.
Chancellor’s Professor and Chair, Department of Anesthesiology and Perioperative Care
University of California, Irvine
Orange, CA

Stephen Kimatian, M.D.
Associate Professor of Anesthesiology
Vice Chair of Education
Cleveland Clinic Institute
Cleveland, OH

Cindy Ku, M.D.
Instructor in Anesthesia and Associate Program Director
Department of Anesthesia, Critical Care, and Pain Medicine
Boston, MA

Alan W. Kulig, M.D.
Associate Program Director
Director of Education and Simulation Training
Department of Anesthesiology
Baystate Medical Center
Springfield, MA

Viji Kurup, M.D.
Associate Professor of Anesthesiology
Yale University
New Haven, CT

Michael Kushelev, M.D.
Assistant Professor
Ohio State University Wexner Medical Center
Columbus, OH

John P. Lawrence, M.D., M.Ed.
Associate Professor
University of Cincinnati
Burlington, KY

Alina Lazar, M.D.
Assistant Professor
The University of Chicago Medicine
Chicago, IL

Adam Levine, M.D.
Professor of Anesthesiology, Otolaryngology, Structural and Chemical Biology
Icahn School of Medicine at Mount Sinai
New York, NY

K. Grace Lim, M.D.
Assistant Professor of Anesthesiology
University of Pittsburgh
Pittsburgh, PA

Jonathan Lipps, M.D.
Assistant Professor – Clinical
The Ohio State University
Columbus, OH

Keith E. Littlewood, M.D.
Associate Professor of Anesthesiology
University of Virginia
Charlottesville, VA

Gary E. Loyd, M.D., M.M.M.
Professor and Associate Chair for Research, Department of Anesthesiology
University of Florida College of Medicine
Jacksonville
Jacksonville, FL

Bryan Mahoney, M.D.
Director, Residency Training Program
Mount Sinai St. Luke’s, Mount Sinai Roosevelt Hospitals
New York, NY

Christine L. Mai, M.D.
Instructor in Anesthesia
Massachusetts General Hospital
Boston, MA

Susan M. Martinelli, M.D.
Associate Professor of Anesthesiology
University of North Carolina
Chapel Hill, NC

David C. Mayer, M.D.
Professor of Anesthesiology
University of North Carolina
Chapel Hill, NC

J. Thomas McLean, M.D.
Associate Professor of Anesthesiology
University of Kentucky
Lexington, KY

Lori D. Meyers, M.D.
Assistant Clinical Professor
Department of Anesthesiology
The Ohio State University Wexner Medical Center
Columbus, OH

Michael O. Meyers, M.D.
Professor of Surgery, Division of Surgical Oncology
University of North Carolina School of Medicine
University of North Carolina
Chapel Hill, NC

Rebecca D. Minehart, M.D.
Instructor in Anesthesia, Harvard Medical School
Massachusetts General Hospital
Boston, MA

John D. Mitchell, M.D.
Residency Program Director
Beth Israel Deaconess Medical Center
Assistant Professor of Anesthesia
Harvard Medical School
Boston, MA

K. Annette Mizuguchi, M.D., Ph.D., MMSc
Assistant Professor
Brigham and Women’s Hospital
Boston, MA
Cheryl Moody, PT, DPT, PCS, C/NDT
Physical Therapist
Interprofessional Education and Development Facilitator
University of Colorado, Anschutz Medical Campus
Aurora, CO

Kenneth R. Moran, M.D.
Assistant Professor – Clinical Residency Program
Director
Department of Anesthesiology
The Ohio State University Wexner Medical Center
Columbus, OH

Andres T. Navedo-Rivera, M.D.
Instructor, Boston Children’s Hospital
Harvard Medical School
Boston, MA

Dung Nguyen, M.D.
Assistant Professor in Anesthesiology
University of Kentucky College of Medicine
Lexington, KY

Scott Nguyen, M.D.
Associate Professor of Surgery
Icahn School of Medicine at Mount Sinai
New York, NY

Kristin Ondecko-Ligda, M.D.
Assistant Professor of Anesthesiology
University of Pittsburgh
Pittsburgh, PA

Christine Park, M.D.
Associate Professor
Northwestern University Feinberg School of Medicine
Chicago, IL

Cathleen Peterson-Layne, Ph.D., M.D.
Assistant Professor of Anesthesiology
Duke University
Durham, NC

Sujatha Ramachandran, M.D.
Assistant Professor of Clinical Anesthesiology
Albert Einstein College of Medicine
Bronx, NY

Gail I. Randel, M.D.
Associate Professor
Northwestern University School of Medicine
Chicago, IL

Annette Rebel, M.D.
Associate Professor
Associate Residency Program Director
Co-Director Liver Transplant Anesthesia
Department of Anesthesiology
University of Kentucky Chandler Medical Center
Lexington, KY

Robert J. Robson, M.D.C.M., M.Sc., FRCP(C)
Principal Advisor
Healthcare System Safety and Accountability, Inc.
Dundas, ON

Brian Ross, Ph.D., M.D.
Professor
University of Washington
Seattle, WA

Michael Rufino, M.D.
Assistant Professor of Clinical Anesthesiology
Albert Einstein College of Medicine
Bronx, NY

Haleh Saadat, M.D., FAAP
Associate Professor of Anesthesiology
Ohio State University/ Nationwide Children’s Hospital
Columbus, OH

Uma B. Sasso, M.D.
Assistant Professor – Clinical
The Ohio State University Wexner Medical Center
Columbus, OH

Kathy D. Schlecht, D.O.
Associate Professor of Anesthesiology
Oakland University William Beaumont School of Medicine
Bloomington, MI

Ran Schwarzkopf, M.D., MSc
Assistant Professor of Orthopaedic Surgery
University of California, Irvine
Orange, CA

Saurin J. Shah, M.D.
Associate Chair for Clinical Affairs
Assistant Professor
Department of Anesthesiology
University of Florida College of Medicine
Jacksonville, FL

Megan Sherman, B.A.
Manager of Educational Operations
Institute for Simulation and Interprofessional Studies
University of Washington
Seattle, WA

Karen J. Souter, M.B., B.S., F.R.C.A.
Associate Professor, Vice Chair for Education & Residency Program
Director
University of Washington School of Medicine
Seattle, WA

Gary R. Stier, M.D., F.A.C.P., M.B.A.
Associate Professor & Program Director
Department of Anesthesiology
Loma Linda University Medical Center
Loma Linda, CA

Ljuba Stojiljkovic, M.D., Ph.D.
Associate Professor of Anesthesiology
Department of Anesthesiology
Assistant Medical Director
Northwestern Center for Clinical Simulation
Northwestern University, Feinberg School of Medicine
Chicago, IL

Tracey Straker, M.D.
Associate Professor of Clinical Anesthesiology
Albert Einstein College of Medicine
Bronx, NY

Kokila N. Thenuwara, M.B.B.S., M.D., M.M.E.
Clinical Assistant Professor of Anesthesia
University of Iowa
Iowa City, IA

Igor Tkachenko, M.D. Ph.D.
Assistant Professor
The University of Chicago Medicine
Chicago, IL

Ravi S. Tripathi, M.D.
Assistant Professor - Clinical Program Director, Critical Care Medicine Fellowship
The Ohio State University Wexner Medical Center
Columbus, OH

Ankeet Udani, M.D.
Assistant Professor of Anesthesiology
Duke University
Durham, NC

Thomas R. Vetter, M.D., M.P.H.
Maurice S. Albin Professor of Anesthesiology and Vice Chair
University of Alabama at Birmingham
Birmingham, AL

Amy E. Vinson, M.D., FAAP
Assistant in Perioperative Anesthesia
Boston Children’s Hospital
Instructor in Anesthesia
Harvard Medical School
Boston, MA

J. Michael Vollers, M.D.
Professor of Anesthesiology
University of Arkansas for Medical Sciences
Little Rock, AR

Louise Wen, M.D.

Meltem Yilmaz
Associate Professor of Anesthesiology
Department of Anesthesiology, Northwestern University, Feinberg School of Medicine
Chicago, IL

David A. Young, M.D. M.Ed., M.B.A., FAAP
Associate Professor of Anesthesiology
Baylor College of Medicine
Pediatric Anesthesiologist
Texas Children’s Hospital
Houston, TX

Francine S. Yudkovitz, M.D., FAAP
Professor of Anesthesiology and Pediatrics
Icahn School of Medicine at Mount Sinai
Director, Pediatric Anesthesia
The Mount Sinai Hospital
New York, NY
**Hotel and Transportation Information**

**MOTIF SEATTLE**
1415 Fifth Avenue  
Seattle, WA 98101  
HOTEL: 206-971-8000  
RESERVE: 1-855-515-1144  
www.MotifSeattle.com

Online Reservations: www.MotifSeattle.com  
Enter Group Code: SOCI0420  
Rates Start at $175/Night and includes complimentary Internet access. Group rate only valid 4/20/15 through 4/29/15 based on availability.

**Transportation**  
**Town Car Services:** Town car services can be arranged through the hotel.

**Light Rail:** $2.75 for 35 minute ride, drops off 2.5 blocks from Motif Seattle at Westlake Center. For more information see http://www.soundtransit.org/

**Taxi:** $30 - $50 one way depending on driver and traffic.

**Airport Transfers:** The SEA has arranged for discounted airport transfers with Shuttle Express. Attendees are being offered $27 per person round trip on Downtown Airporter and scheduled services if booked by April 2nd, when the rate increases to $31 per person round trip. Visit http://smarturl.it/sedua to make your transportation reservations.

**Parking**  
*Parking Rates are Subject to Change*  
Parking fees: $32 + Seattle Parking Tax of 22.1% for overnight guests per night per vehicle. Guests of the hotel have in and out privileges up to 4pm of their day of departure. Parking garage height is 6’ 2”.

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**Join us at these future SEA Meetings**

**2015 Fall Annual Meeting**  
October 23, 2015  
San Diego, CA

**2016 Workshop on Teaching**  
January 30 – February 2, 2016  
The Alfond Inn  
Winter Park, FL

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**info@seahq.org**  
(414) 389-8614  
www.seahq.org
Leadership Program for Chief and Senior Residents

Saturday, April 25, 2015

*All Chief and Senior Residents should arrive on Friday evening, April 24. All attendees are asked to attend breakfast on Saturday, April 25 and network at the Chief and Senior Residents’ table. Separate syllabus material will be given to attendees for this program.*

<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 with SEA Members</td>
</tr>
<tr>
<td>8:00 am – 8:15 am</td>
<td>Welcome/Introductions: Herodotos Ellinas, M.D., FAAP, F.A.C.P.</td>
</tr>
<tr>
<td>8:15 am – 9:00 am</td>
<td>Chief Resident: What Everyone Expects: Herodotos Ellinas, M.D., FAAP, F.A.C.P.</td>
</tr>
<tr>
<td>9:00 am – 9:45 am</td>
<td>Leadership Primer: Stephen Kimatian, M.D.</td>
</tr>
<tr>
<td>9:45 am – 10:00 am</td>
<td>Coffee Break</td>
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<tr>
<td>10:00 am – 10:45 am</td>
<td>Promoting Change: Kathy D. Schlecht, D.O.</td>
</tr>
<tr>
<td>10:45 am – 11:30 am</td>
<td>Negotiation and Conflict Resolution: Herodotos Ellinas, M.D., FAAP, F.A.C.P.</td>
</tr>
<tr>
<td>11:30 am – 12:30 pm</td>
<td>Networking Lunch</td>
</tr>
<tr>
<td>12:30 pm – 1:30 pm</td>
<td>The Difficult Resident and Providing Feedback: J. Michael Vollers, M.D.</td>
</tr>
<tr>
<td>1:30 pm – 2:15 pm</td>
<td>Colleagues in Trouble: Can you identify them?: J. Thomas McLarney, Jr., M.D.</td>
</tr>
<tr>
<td>2:15 pm – 2:30 pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:30 pm – 3:15 pm</td>
<td>Ethics and Professionalism: Ira Todd Cohen, M.D., M.Ed., FAAP</td>
</tr>
<tr>
<td>3:15 pm – 3:45 pm</td>
<td>Emotional Intelligence: Ira Todd Cohen, M.D., M.Ed., FAAP</td>
</tr>
<tr>
<td>3:45 pm – 4:00 pm</td>
<td>Take Home Message: Herodotos Ellinas, M.D., FAAP, F.A.C.P.</td>
</tr>
</tbody>
</table>

### Objectives

#### Chief Resident: What Everyone Expects
Herodotos Ellinas, M.D., FAAP, F.A.C.P.

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/Promoting Change
Stephen Kimatian, M.D.
Kathy D. Schlecht, D.O.

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

#### Negotiation and Conflict Resolution
Herodotos Ellinas, M.D., FAAP, F.A.C.P.

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, M.D.

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

#### Colleagues in Trouble: Can you identify them?
J. Thomas McLarney, Jr., M.D.

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

#### Ethics and Professionalism
Ira Todd Cohen, M.D., M.Ed., FAAP

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

#### Emotional Intelligence
Ira Todd Cohen, M.D., M.Ed., FAAP

At the conclusion of the session, participants will be able to:
- Compare emotional intelligence (EQ) to cognitive intelligence (IQ)
- Examine different EQ models
- Apply EQ principles
The registration deadline for the early bird rate is April 1, 2015. Individuals who wish to register after April 16 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.

*First Name  MI  *Last Name

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

*Title  *Mailing Address

*City  *State  *Zip Code

*Email Address  ABA#  

Registration Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Early Bird by April 1</th>
<th>April 2-16*</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>Non-Member**</td>
<td>$725</td>
<td>$775</td>
<td>$825</td>
</tr>
</tbody>
</table>
| **Includes active SEA membership dues for the remainder of 2015.**
| Thinking Out of the Box Luncheon*                    | $50                   | $50         | $50        |
| Resident                                             | $175                  | $275        | $325       |
| Senior and Chief Residents Leadership Conference+    | $175                  | $275        | $325       |
| Education Coordinator/Administrator                  | $400                  | $500        | $550       |
| Anesthesiology Assistant                             | $400                  | $500        | $550       |
| Anesthesiology Assistant Student                     | $175                  | $275        | $325       |

President’s Reception Guest ............................................. $25 $25 $25  (Children Under 10 Free)

Registration will close April 16. You should plan to register on-site after that date.

Registration Fee Subtotal: _____________________

Simulation Workshop Fees Total (from page 2): _____________________

Total Fees Due to SEA: _____________________

Cancellations received through March 31, 2015, will receive a full refund. Cancellations received from April 1, 2015 through April 13, 2015 will receive a refund of 60 percent. Refunds will not be given after April 13, 2015. 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, WI.

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

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

Credit Card Number   CVV Number   Exp. Date

Name on Card   Authorized Signature

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 unless otherwise noted. Only select 1 per timeslot.*

**Friday, April 24, 1:30 pm – 3:00 pm**

- A.) Taking Down the Drapes: Giving Interdisciplinary Feedback
- B.) Addressing the Emotional and Cognitive Impact of Simulation
- C.) Embracing Quality Improvement: Multidisciplinary approach to training residents in QI/PS at your institution
- D.) Navigating Difficult Perioperative Conversations through Strategy and Simulation
- E.) Don’t Fall in the (Generation) Gap!
- F.) Interdisciplinary Emergency Manual Implementation: Training the trainers for interactively teaching why, when, and how to use effectively (Only 15 Spots)
- G.) The Team Training Tower: An Imaginative Hands-On Approach to Team Communication Training (Only 15 Spots)

**Friday, April 24, 3:30 pm – 5:00 pm**

- A.) Taking Down the Drapes: Giving Interdisciplinary Feedback
- B.) Addressing the Emotional and Cognitive Impact of Simulation
- C.) Embracing Quality Improvement: Multidisciplinary approach to training residents in QI/PS at your institution
- D.) Integration of simulation into medical school basic science curriculum
- E.) Innovation Competition-Based Simulation Approach for Objective Skill Assessment of Anesthesiology Residents
- F.) Use of simulation as an assessment tool in cardiac anesthesia and cardiac surgery (Only 15 Spots)

**Saturday, April 25, 10:45 am – 12:15 pm**

- A.) How to implement a Root Cause Analysis Conference in your program
- B.) Cool Apps for Personal Knowledge Management
- D.) Milestones in Actual Practice: A Sharing of Experiences
- E.) Expanding Communication Styles to Fit Multicultural World

**Saturday, April 25, 4:00 pm – 5:30 pm**

- A.) Digital Tools for Evaluation/Assessment
- B.) Peer Evaluation: Educating the Educator
- C.) Managing Milestones for Your CCC – Turning mountains of data into meaningful assessment
- D.) How to Create a Simulation Workshop for your Anesthesia Clerkship in 90 Minutes!
- E.) Integrating Multimedia Educational Technologies to Engage Large Audiences

**Sunday, April 26, 9:00 am – 10:30 am**

- A.) Applying Metacognitive Techniques to Anesthesia Education*
  *Advanced preparation to be provided by workshop faculty.
- B.) Team Based Learning in Anesthesia; Begin With the End in Mind
- C.) Managing Milestones for Your CCC – Turning mountains of data into meaningful assessment

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**Simulation Workshops**

**Friday, April 24, 1:30 pm – 3:00 pm**

Separate Pre-Registration is required and you must be registered as a meeting attendee. Space is limited to 15 participants per workshop slot. Simulations will be held at University of Washington Institution for Simulation and Interprofessional Studies (I.S.I.S.). Transportation Provided from the Westin Hotel.

**Registration Fees**

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<th>Time</th>
<th>Early Bird Fee</th>
<th>May 5-21 Fee</th>
<th>Onsite Fee</th>
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(Select one workshop below)

- A.) Interdisciplinary Simulation-Based Crisis Resource Management Training for Anesthesia and Surgery Residents
- B.) Developing an Advanced Laparoscopic Skills Curriculum – What Do We Need and How Do We Get There? A Joint Workshop of SAGES and ASE
- C.) Use of High-Fidelity Simulation to Improve Handoff Communication Among Surgery and Anesthesiology Residents
- D.) Teaching And Implementing The 2 Challenge Rule

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**Simulation Workshop Fees Total:**

(please transfer amount to page 1)