SEA 33rd Spring Meeting
Training Professional, Humanistic Anesthesiologists
April 20-22, 2018
Hyatt Regency Louisville
Louisville, Kentucky

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 2018 Spring Annual Meeting includes a continental breakfast, coffee breaks, lunch, all workshops 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 2018. Member registrants must have 2018 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 website at www.SEAhq.org.

Registration Deadline
The registration deadline for the meeting is April 1, 2018. Registrations received after April 1, 2018, will be processed at a higher fee.

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

Commercial Support Acknowledgement
The activity is not supported by any educational grants.

Disclaimer
The information provided at this 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 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 April 1, 2018, will receive a full refund. Cancellations received from April 1, 2018 through April 13, 2018 will receive a refund of 60 percent. Refunds will not be given after April 13, 2018. 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 the importance of professionalism as physicians’ core competency.
- Identify the personal attributes in the development and maintenance of professionalism.
- Demonstrate the ability to collaborate with other healthcare providers with goal to foster professionalism and humanism.
- Develop and implement targeted interventions for individuals and organization.

WORKSHOP PROGRAM OBJECTIVES

(Listed Alphabetically)

A Human Factors Approach to Empathy
Jacqueline M. Galvan, MD; Michael Hofkamp, MD; Edina Kim, MD, MSc; Tina Tran, MD
Upon completion of this activity, learners will:
- Explain the human factors behind developing empathy.
- Describe the challenges of medical training that lead to decreased empathy.
- Design and implement strategies to improve empathy in learners.

A Novel Curriculum for Optimizing Multi-Disciplinary Team Dynamics; A Focus on Effective Communication and Leadership Styles
David Adams, MD; Mikhail Chernov, MD; Sujatha Ramachandran, MD; Angela Vick, MD
Upon completion of this activity, learners will:
- Describe potential pitfalls in multi-disciplinary patient care.
- Compare the impact of different leadership styles on team dynamics.
- Construct a curriculum to optimize interdisciplinary teamwork.

Addressing the Challenge of the Unprofessional Resident
Priyanka Dwivedi, MA, MEHP Fellow; Deborah Schwengel, MD, MEHP; Tina Tran, MD; Jed Wolpaw, MD, MEd
Upon completion of this activity, learners will:
- Define professionalism characteristics.
- List some components of an improvement plan for an unprofessionalism scenario.
- Demonstrate the ability to construct a draft of a plan for a mock resident using the provided tool.
- Discuss the implementation of the plan and the follow-up once implemented.

An Armed Trainee Commits Suicide in Your Workplace: Active Shooter Protocols, Suicide, Wellness, and Caring for Each Other
Catherine Drexler, MD; Elizabeth H. Ellinas, MD; Herodotos Ellinas, MD, FAAP/FACP; Amy Henry, MD; Ayse Oge Kula, MD
Upon completion of this activity, learners will:
- Elicit key questions for stakeholders to create active shooter communication protocols.
- Identify available resources about suicide.
- Discuss post-incident do’s and don’ts.

Beyond Traditional Approaches: Innovative Teaching Strategies to Promote Professionalism in Anesthesiology Trainees
Titilopemi Aina, MD, MPH, FAAP; Faye Haggar, EdD; K. Karisa Walker, MD
Upon completion of this activity, learners will:
- Identify challenges in teaching professionalism.
- Learn about innovative strategies and models to promote professionalism in anesthesia trainees.
- Describe strategies for incorporating the different innovative strategies and models into local curriculum.

Building Well-Being: Construction of a Wellness Program
Tanya Lucas, MD; Jennifer Rodgers, MD; Jennifer V. Smith, MD; Karin Zuegge, MD
Upon completion of this activity, learners will:
- Describe the importance of the mindful practice of medicine and have resources to help educate others on the mindful practice of medicine.
- Discuss resiliency and exercises that can be performed to enhance resiliency.
- Describe the importance of social relatedness in the well-being of residents and have knowledge of strategies to help encourage social support.
- Demonstrate familiarity with surveys to assess burnout and depression.
- Demonstrate knowledge about the topics and resources included in a Wellness Program.
WORKSHOP PROGRAM OBJECTIVES

Building Your Best Culture
Michael Lewis, MD; Gary Loyd, MD; Donald Penning, MD; Nicholas S. Yeldo, MD
Upon completion of this activity, learners will:
• Better understand the concept and key components of organizational culture.
• Gain self-awareness into own departmental culture and impact of such culture on the work environment and on the individual.
• Recognize the attributes of positive culture vs. negative culture and impact of both.
• Apply learned syntax to simulated experience.
• Describe specific future plans for improvement in own department culture.

Bullying and Aggressive Behavior at the Workplace
Melinda Aquino, MD; Sergey V. Pisklakov, MD; Shanmata Reddy, MD; Tracey Straker, MD, MS, MPH, FASA
Upon completion of this activity, learners will:
• Recognize disruptive behavior and aggressive behavior in the perioperative setting.
• Describe how disruptive, aggressive behavior affects patient safety and the interaction between members of the team.
• Discuss methods of remediation for the disruptive physician.
• Formulate a protocol for prevention of aggressive behavior and bullying.

Clerkship Directors How Do You Get the Job Done?
Meera Namjoshi Gonzalez, MD; Amy Robertson, MD, MMHC; Kathy D. Schlecht, DO; Tina Tran, MD; Michael Wiisanen, MD; Karin Zuegge, MD
Upon completion of this activity, learners will:
• Compare their job description to other departments (if they have one).
• Develop a formalized job description that defines the duties, responsibilities, time requirements, and administrative support for the position of Clerkship Director.
• Discuss barriers to implementing the duties of a Clerkship Director and develop strategies to overcome those barriers.
• Create a network of Clerkship Directors to use as a resource in the future.
• Write out an individualized job description for the position of Clerkship Director at their institution along with an action plan.

Critical Reading of Original Scientific Research: A How-To for Clinicians
Ozcan Akca, MD; Mary Tyler Burkhart, MD; Sarah Beth Hartlage, MD, MS; Rana K. Latif, MD, FFA; Detlef Obal, MD, PhD, DESA
Upon completion of this activity, learners will:
• Compare simply reading an original research article with reading it critically.
• List the structure of an original research paper.
• Identify where to start reading and how to read each part critically.
• Develop a plan how to read and dissect the visuals (figures and tables) and compare reader results/conclusion with author results/conclusion.
• As small groups, undergo an exercise and demonstrate an ability to read research critically.

Depression, Disruptive Behavior, and Impairment: Consequences for Patient Safety and Physician Health
Rae Brown, MD; J. Thomas McLarney, Jr., MD; Gregory Rose, MD; Cara Sparks, MD
Upon completion of this activity, learners will:
• Discuss the incidence of depression in the general population and in physicians, with an emphasis on physician anesthesiologists.
• Recognize the symptoms of depression in the workplace, and how disruptive behavior can be a manifestation of depression.
• Identify potential professional difficulties that can be encountered by someone with the diagnosis of depression.
• Illustrate how depression can have adverse effects on patient care and physician health.
• Formulate a plan to deal with depression in a colleague.

Educating Successfully in a Global Health Setting – A Bilateral Benefit
Jo Davies, MB BS, FRCA; Lena Dohlman, MD, MPH; Krzysztof Laudanski, MD, PhD, MA, FCCM; Daniel E. Lee, MD, PhD; Bushra W. Taha, MD
Upon completion of this activity, learners will:
• Describe the benefits of global health education to the recipient as well as the educator.
• Discuss how to assess learning needs and make a teaching plan in a low resource country.
• Review basic concepts of teaching methods and techniques which might be useful overseas.
• Discuss how cultural, language and resource differences can affect teaching abroad.
WORKSHOP PROGRAM OBJECTIVES

continued

Fostering the Development of Effective and Empathetic Communication: How to Assess and Provide Feedback with Gap Analysis
Amy N. DiLorenzo, MRC; Zaki Hassan, MB BS, MBA; Dung D. Nguyen, MD; Annette Rebel, MD

Upon completion of this activity, learners will:
• Describe methods of assessing and developing effective and empathetic communication skills in anesthesiology residents.
• Demonstrate use of three different OSCE based assessment tools for assessing effective and empathetic communication skills.
• Discuss methods of debriefing residents after empathy OSCEs as a construct in foundational learning.

How Does Your Didactic Curriculum Compare to Other Medical Schools?
Saundra E. Curry, MD; Sally Ann Mitchell, EdD, MMSc; Amy Robertson, MD, MMHC; Kathy D. Schlacht, DO; Michael Wiisanen, MD

Upon completion of this activity, learners will:
• Compare their curriculum to those of other departments.
• Write educational goals and objectives that appropriately define and focus a curriculum.
• Create the educational goals and objectives required to satisfy a one-week rotation for medical students in anesthesiology with the other participants.
• Discuss challenges to implementation and educational strategies used by other departments.
• Write a plan of action to improve the curriculum for one-week medical student rotation at their department.

How Can Educational Technologies and Learning Design Help Us Better Train Professional, Humanistic Anesthesiologists?
Janak Chandrasoma, MD; Juliette Piot, MD; Nirupan Vipulananthan, MD; Rémi Wolf, PhD

Upon completion of this activity, learners will:
• Describe the 6 steps of the IDEO process of human-centered design in order to build empathy with the public they want to design education for.
• Select the appropriate tools for the inspiration phase depending on the targeted public and global objective.
• Organize ideas with relevant tools, identify opportunities for design and test solutions in the ideation phase.
• Demonstrate basic knowledge of methods to implement and refine selected solutions.

Idea to Grant – Toward the Successful Application for Educational Grants
Nina Deutsch, MD; Cindy M. Ku, MD; Grace Lim, MD, MS; Tetsuro Sakai, MD, PhD, MHA, FASA; Richard Urman, MD, MBA, CPE, FASA

Upon completion of this activity, learners will:
• Become familiar to educational funding options (SEAd and FAER) and their mechanisms.
• Learn tips of successful grant application from the SEAd grant and the FAER educational grant awardees.
• Learn how SEAd grant applications are graded.
• Be able to transform their educational research idea to a SEAd grant application.

Learning Management Systems to Help Faculty Trainees Manage Their Workload and Alleviate Stress
Kenneth Moran, MD; Heather Nixon, MD; Shobana Rajan, MD; David Stahl, MD

Upon completion of this activity, learners will:
• Formulate a computer based curriculum for a specific rotation in anesthesia residency (example- neuro, regional).
• Integrate interactive problem based learning discussions, online modules, into the computer based online curriculum.
• Evaluate residents using interactive question banks and quizzes.
• Generate reports and provide feedback to residents throughout their rotation.
• Set up course completion guidelines on the platform.
WORKSHOP PROGRAM OBJECTIVES

continued

Optimizing the Clinical Anesthesia Year 0 Experience During the Anesthesia Month Rotation
Greg Kim, MD; Bryan Mahoney, MD; Barbara Orlando, MD; Sujatha Ramachandran, MD
Upon completion of this activity, learners will:
• Identify the gap in your intern year.
• Learn about successfully strategies and models utilized at a variety of institutions for optimizing the utility of the categorical CA-0 year.
• Describe a strategy for integrating ideas from peers and workshop facilitators for optimizing the utility of their department’s categorical CA-0 year.

OSCE Development: Lights, Camera, Action!
Michelle Curtis, MD; Ken Johnson, MD; Elizabeth Thackeray, MD, MPH
Upon completion of this activity, learners will:
• Perform a needs assessment prior to designing an OSCE.
• Formulate objectives for resident OSCEs.
• Design & implement resident OSCEs that meet local needs.
• Create evaluation tools to evaluate learners.

Professionalism and Ethics for Anesthesiologists: It’s Time for Patient Centered Approach in the Era of Technology
Cornelia Atherton, MD; Mary Tyler Burkhart, MD; Rana K. Latif, MD, FFA; Aurel Neamtu, MD, PhD; Detlef Obal, MD, PhD, DESA
Upon completion of this activity, learners will:
• Review the concepts of professionalism and medical ethics.
• Understand the medical ethics principles and their importance in clinical practice.
• Identify ethical problems in their anesthesiology group in the daily interaction with patients, families and other healthcare providers.
• Help develop and implement means of solving complex professionalism and ethics problems in their institution.
• Demonstrate the ability to practically apply medical ethics principles in clinical situations.

Secrets of Successful Teaching: Being in the Know
Stephen Breneman, MD, PhD; Melissa Davidson, MD; Bridget M. Marroquin, MD
Upon completion of this activity, learners will:
• Identify the three fundamental areas of “knowing”.
• Through role-play and use of a building block puzzle game, participants will demonstrate “being in the know”: knowing thy learner, knowing thy impact, and knowing what success is.
• Using group report-out and debrief, formulate strategies for implementation of these three fundamental areas of “knowing” into successful educational encounters.

Simple Neck Exercises, Breathing and Meditation Techniques to Mitigate Stress for the Anesthesia Providers. Demonstration, Active Learning and Discussion on Evidence Based Long Term Individualized Institutional Integration of These Wellness Techniques
John D. Mitchell, MD; Balachundhar Subramaniam, MD, MPH; Sugantha Sundar, MD
Upon completion of this activity, learners will:
• Demonstrate wellness is of primary importance to function for a clinician.
• Describe the personal change which can be measured objectively over short term and long-term.
• Distinguish meditation as a practice to reduce stress and burnout among clinicians.
• Discuss ways to develop a meditation group within your department to foster wellness.

Alex Cravanas, MD; Sarah Beth Hartlage, MD, MS; Rana K. Latif, MD, FFA; Brittany D. Maggard, MD; Stephanie Weede, MD
Upon completion of this activity, learners will:
• Compare burnout vs. depression.
• Recognize that many physicians may suffer from both diseases simultaneously.
• List factors that serve as "prime correlates" for the development of burnout.
• Identify those at risk of burnout even before symptoms appear.
• Develop and implement targeted interventions for individuals and organizations.
WORKSHOP PROGRAM OBJECTIVES

Teaching Interdisciplinary Communication Through Collaborative Meetings
Matt Cerasale, MD; Thomas Graul, DO; Gary Loyd, MD; Leslie Walton, DO
Upon completion of this activity, learners will:
• Identify at least three common basic rules for effective collaborative communication.
• Identify at least two threats to effective collaborative communication.
• Recognize when medical professionals are using different terms for the same thing or have different meanings for the same terms.
• Use the visual aids to facilitate collaborative communication.
• Demonstrate at least an advanced beginner skill at rectifying disconnect between terms and meaning.

Wellness: a Work in Progress!
Adaora Chima, MD; Christopher R. Cowart, MD; Matthew F. Hirschfeld, MD; Chelsea Knighten, MD; Bryan Mahoney, MD; Barbara Orlando, MD
Upon completion of this activity, learners will:
• Identify residents displaying signs of burnout/fatigue by implementing reliable and reproducible measurements for burnout such as Maschilach Burnout Inventory or Physician Wellbeing Inventory.
• Learn about Wellness strategies implemented in other institutions and known to improve burnout and reduce stress.
• Describe a strategy to apply those strategies in your own institution and use the local resources made available by the GME office as part of the new ACGME recommendations.

The “OSCE Exam” is Here! Are Your Trainees Ready?
William H. Alarcon, MD; Adrian Hendrickse, BM, FRCA, MAcadMed, PGDipMed; Rachel Kacmar, MD; Cindy M. Ku, MD; Tracey Straker, MD, MS, MPH, FASA
Upon completion of this activity, learners will:
• Describe general OSCE scenario design principles.
• Explain basic educational theories and scenario considerations behind OSCEs.
• Demonstrate effective scoring of OSCEs.
• Distinguish characteristics of local resources that will make a successful OSCE program.

When Bad Things Happen to Good People: Building Resilience After Medical Errors and Poor Clinical Outcomes
Joyce Chang, MD; Jina Sinskey, MD; Kristina Sullivan, MD
Upon completion of this activity, learners will:
• Recognize the short and long term emotional impact on healthcare providers after a medical error and/or poor clinical outcome.
• Identify proper and improper coping strategies after such adverse events.
• Acquire new methods to cope and build resilience after an adverse event.
• Review tools to teach trainees and students to cope and build resilience after an adverse event.

Train the Trainer: Cultivating Humanistic Professional Practices in Anesthesiology
Adria Boucharel, MD;
Adrian Hendrickse, BM, FRCA, MAcadMed, PGDipMed;
Gee Mei Tan, MB BS, MMed (Anesthesia)
Upon completion of this activity, learners will:
• Describe accepted definitions of humanism and professionalism in medicine.
• Identify the barriers and challenges associated with the explicit teaching of this material.
• Analyze the relevance of this material to the specialty of anesthesiology.
• Discuss how reflective practices such as clarification of values can be used to nurture humanistic and professional behaviors.
• Modify and employ this workshop model to teach the topics of humanism and professionalism in anesthesiology.

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# PROGRAM SCHEDULE

## FRIDAY, APRIL 20, 2018

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:30 am – 5:00 pm</td>
<td><strong>SEA Spring Meeting Registration</strong></td>
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<tr>
<td>7:00 am – 8:00 am</td>
<td><strong>Breakfast &amp; Committee Roundtable Discussions</strong></td>
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<td>8:00 am – 8:15 am</td>
<td><strong>Welcome and Announcements</strong></td>
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<tr>
<td>J. Thomas McLarney, MD &amp; Rana K. Latif, MD, FAA</td>
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<tr>
<td>8:15 am – 9:05 am</td>
<td><strong>Professionalism: The Foundation of the Profession</strong></td>
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<td>Thomas J. Nasca, MD, MACP – President of ACGME</td>
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<tr>
<td>9:05 am – 9:15 am</td>
<td><strong>Q&amp;A</strong></td>
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<td>9:15 am – 9:30 am</td>
<td><strong>Coffee Break &amp; Moderated Poster Viewing</strong></td>
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<tr>
<td>9:30 am – 11:00 am</td>
<td><strong>SEA Workshops – Set # 1</strong> <em>(Space is limited to 30 per workshop)</em></td>
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<td>11:00 am – 11:50 am</td>
<td><strong>Oral Curriculum Abstract Presentations</strong></td>
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<tr>
<td>Moderators: Nina Deutsch, MD &amp; Franklyn P. Cladis, MD, FAAP</td>
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<tr>
<td>11:50 am – 1:10 pm</td>
<td><strong>Business Meeting &amp; Luncheon</strong></td>
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<td>1:10 pm – 2:00 pm</td>
<td><strong>Oral Research Abstract Presentations</strong></td>
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<td>Moderators: Tetsuro Sakai, MD, PhD, MHA &amp; Srijaya K. Reddy, MD, MBA</td>
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<tr>
<td>2:00 pm – 2:30pm</td>
<td><strong>Coffee Break &amp; Moderated Poster Viewing</strong></td>
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<td>2:30 pm – 4:00 pm</td>
<td><strong>SEA Workshops – Set # 2</strong> <em>(Space is limited to 30 per workshop)</em></td>
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<td>• Addressing the Challenge of the Unprofessional Resident</td>
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<td>4:00 pm</td>
<td><strong>Kentucky Bourbon Tours</strong> <em>(Separate Pre-Registration Required - $10)</em></td>
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<td>Join SEA for a private Evan Williams Bourbon Experience! The venue is located 0.4 miles from the Hyatt and groups will depart and walk together to arrive at least 15 minutes prior to the start of the tour. No refunds will be provided unless the tour is canceled. Transfer of tickets will be allowed to other attendees.</td>
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<td>6:00 pm</td>
<td><strong>Dine Around</strong> <em>(Sign-Up at the Registration Desk)</em></td>
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<td><strong>Leadership Program for Chief Residents (Separate Agenda in Brochure)</strong></td>
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<td><strong>Morning Remarks and Announcements</strong></td>
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<td><strong>Keynote: Reflections on Professionalism</strong></td>
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<td><strong>Q&amp;A</strong></td>
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<td>9:15 am – 9:45 am</td>
<td><strong>Power and Pitfalls of Social Media for the Professional Anesthesiologist</strong></td>
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| Moderator: Sarah Beth Hartlage, MD, MS  
Kristin Ondecko Ligda, MD & Amy Pearson, MD |
| 9:45 am – 10:00 am    | **Q&A**                                                              |
| 10:00 am – 10:30 am   | **Coffee Break & Moderated Poster Viewing**                          |
| 10:30 am – 11:30 am   | **Award Presentations**                                              |
| Phillip Liu Innovations in Anesthesia Education  
SEAd Grant  
HVO Scholars |
| 11:30 am – 1:00 pm    | **Lunch on Own**                                                     |
| 1:00 pm – 2:30 pm     | **Panel Discussion: Professionalism in the Real World**              |
| Moderator: Christopher Gallagher, MD |
| 1:00 pm – 1:20 pm     | **Professional Conduct and Accountability**                          |
| Saundra E. Curry, MD  |
| 1:20 pm – 1:40 pm     | **Humanism and Cultural Proficiency**                                |
| Sean P. Clifford, MD  |
| 1:40 pm – 2:00 pm     | **Maintaining Emotional, Physical and Mental Health, and Pursuing Personal and Professional Growth** |
| Jerrad R. Businger, MD |
| 2:00 pm – 2:20 pm     | **Professionalism in the Real World**                                |
| Christopher Gallagher, MD |
| 2:20 pm – 2:30 pm     | **Q&A**                                                              |
| 2:30 pm – 4:00 pm     | **SEA Workshops – Set # 3 (Space is limited to 30 per workshop)**    |
| Building Your Best Culture  
Bullying and Aggressive Behavior at the Workplace  
Clerkship Directors How Do You Get the Job Done?  
Critical Reading of Original Scientific Research: A How-To for Clinicians  
Educating Successfully in a Global Health Setting – A Bilateral Benefit  
Fostering the Development of Effective and Empathetic Communication: How to Assess and Provide Feedback with Gap Analysis  
Idea to Grant – Toward the Successful Application for Educational Grants  
Train the Trainer: Cultivating Humanistic Professional Practices in Anesthesiology |
| 4:00 pm – 10:30 pm   | **President’s Reception and SEA Member Celebration (Separate Pre-Registration Required – $25 fee per person** |
| Airshow Begins at 3:00 pm & Fireworks at 9:30 pm  
For $25 a person, you and your guest(s) will receive exclusive access to the revolving rooftop event space, SPIRE on top of the Hyatt Regency Louisville. This event space will provide a breathtaking view of the festivities occurring in the Downtown Louisville skyline that includes one of the nation’s top air shows at 3:00pm and one of the largest annual fireworks shows in the country at 9:30pm. Soft drinks and light snacks will be provided during the airshow. Heavy hors d’oeuvres and soft drinks will be provided with a cash bar before the fireworks. Space is limited to 170 attendees, so register early! |
SUNDAY, APRIL 22, 2018

<table>
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<th>Time</th>
<th>Event</th>
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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 J. Thomas McLarney, MD &amp; Rana K. Latif, MD, FAA</td>
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</table>
| 8:15 am – 9:00 am     | A Strategic Dialog with SEA Leadership Michael R. Sandison, MD (President)  
                        | Stephen J. Kimatian, MD, FAAP (Past President)  
                        | Karen J. Souter, MBBS, FRCA, MACM (President-Elect)  
                        | Stephanie B. Jones, MD (Secretary)  
                        | L. Jane Easdown, MD, MHPE (Treasurer) |
| 9:00 am – 9:15 am     | Q&A                                                                   |
| 9:15 am – 9:30 am     | Meeting Wrap Up J. Thomas McLarney, MD & Rana K. Latif, MD, FAA       |
| 9:30 am – 9:45 am     | Coffee Break                                                          |
| 9:45 am – 11:15 am    | SEA Workshops – Set # 4 (Space is limited to 30 per workshop)         |
|                       | • A Novel Curriculum for Optimizing Multi-Disciplinary Team Dynamics; A focus on Effective Communication and Leadership Styles |
|                       | • Learning Management Systems to Help Faculty Trainees Manage Their Workload and Alleviate Stress |
|                       | • OSCE Development: Lights, Camera, Action!                           |
|                       | • Teaching Interdisciplinary Communication Through Collaborative Meetings |
|                       | • The “OSCE Exam” is Here! Are Your Trainees Ready?                   |

PROGRAM PLANNING COMMITTEE

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Spring Meeting Co-Chair  
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<td><strong>Edina Kim, MD, MSc</strong></td>
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<td><strong>Greg Kim, MD</strong></td>
<td>PGY1 PD</td>
<td>Montefiore Medical Center</td>
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<td><strong>Stephen J. Kimatian, MD, FAAP</strong></td>
<td>Professor of Anesthesiology</td>
<td>UT Southwestern Anesthesiologist-In-Chief Children's Health</td>
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<td><strong>Chelsea Knighten, MD</strong></td>
<td>PGY-3 Resident and wellness resident's champion</td>
<td>Mount Sinai West</td>
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<td><strong>Ayse Oge Kula, MD</strong></td>
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<td>Program Director, Obstetric Anesthesiology Fellowship</td>
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<td><strong>Krzysztof Laudanski, MD, PhD, MA, FCCM</strong></td>
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<td><strong>Michael Lewis, MD</strong></td>
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<td><strong>Gary Loyd, MD</strong></td>
<td>Director, Perioperative Surgical Home</td>
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<td>Detroit, MI</td>
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University of Kentucky

Nashwa Saleem
Freshman Majoring in Neuroscience
University of Kentucky

OPTIONAL EVENTS

Friday, April 20
Kentucky Bourbon Tour
$10/person
First tour at 4:00pm
Separate Pre-Registration Required

Join SEA for a private Evan Williams Bourbon Experience! The venue is located 0.4 miles from the Hyatt and groups will depart and walk together to arrive at least 15 minutes prior to the start of the tour. No refunds will be provided unless the tour is canceled. Transfer of tickets will be allowed to other attendees.

Saturday, April 21
President’s Reception and SEA Member Celebration
$25/person
• Airshow Begins at 3:00 pm
• Fireworks at 9:30 pm
Separate Pre-Registration Required

For $25 a person, you and your guest(s) will receive exclusive access to the revolving rooftop event space, SPIRE on top of the Hyatt Regency Louisville. This event space will provide a breathtaking view of the festivities occurring in the Downtown Louisville skyline that includes one of the nation’s top air shows at 3:00pm and one of the largest annual fireworks shows in the country at 9:30pm. Soft drinks and light snacks will be provided during the airshow. Heavy hors d’oeuvres and soft drinks will be provided with a cash bar before the fireworks. Space is limited to 170 attendees, so register early!
HOTEL AND TRANSPORTATION

Hyatt Regency Louisville
311 South 4th Street
Louisville, KY 40202
Phone: 502-581-1234
https://louisville.regency.hyatt.com/

Reservations start at $185/night. Reservation can be made online at https://aws.passkey.com/go/SEA2018SpringMeeting

Airport Transportation:
Louisville International Airport is 8 miles from the hotel

Visit http://www.flylouisville.com for details on parking, amenities, flight status, terminal maps and more for the Louisville International Airport.

The hotel does not provide shuttle service, but there are cabs and ridesharing services (Lyft and Uber) from the airport.

FUTURE SEA MEETINGS

2018 Fall Annual Meeting
October 12, 2018
Hilton San Francisco Union Square
San Francisco, CA

2019 Workshop on Teaching
January 25-29, 2019
The Alfond Inn
Winter Park, FL

2019 Spring Meeting
April 26-28, 2019
Denver, CO

2019 Fall Annual Meeting
November 7, 2019
(Prior to the SAAAPM Annual Meeting)
Swissotel Chicago
Chicago, IL
LEADERSHIP PROGRAM FOR CHIEF RESIDENTS

SATURDAY, APRIL 21, 2018

*All Chief Residents should arrive no later than Friday evening, April 20. All attendees are asked to attend breakfast on Saturday, April 21 and network at the Chief 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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<tbody>
<tr>
<td>7:00 am – 8:00 am</td>
<td>Breakfast with SEA Members</td>
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<tr>
<td>8:00 am – 8:15 am</td>
<td>Welcome/Introductions: Herodotos Ellinas, MD, FAAP, FACP</td>
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<tr>
<td>8:15 am – 9:00 am</td>
<td>What to Expect as a Chief Resident: Melissa Davidson, MD</td>
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<tr>
<td>9:00 am – 9:45 am</td>
<td>Leadership Primer: Stephen Kimatian, MD</td>
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<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>Emotional Intelligence, Empathy and Leadership: Bridget M. Marroquin, MD</td>
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<tr>
<td>10:45 am – 11:45 am</td>
<td>The Difficult Resident and Providing Feedback: Stacy Fairbanks, MD</td>
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<tr>
<td>11:45 am – 12:45 pm</td>
<td>Networking Lunch</td>
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<tr>
<td>12:45 pm – 3:00 pm</td>
<td>Roundtable Discussions</td>
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Time Management: Kathy D. Schlecht, DO
Conflict Negotiation: Herodotos Ellinas, MD, FAAP, FACP
Identify Colleagues in Trouble: Bridget M. Marroquin, MD
Coping with Professionalism Concerns: Elizabeth H. Ellinas, MD

3:00 pm – 3:30 pm Take Home Message: Herodotos Ellinas, MD, FAAP, FACP

CHIEF RESIDENT OBJECTIVES

Chief Resident: What Everyone Expects
Melissa 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
Stephen Kimatian, MD
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.
• Reflect on the type of leadership style best suited to their program and an action plan that sets the groundwork for success.

Emotional Intelligence, Empathy and Leadership
Bridget M. Marroquin, MD
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 Difficult Resident and Providing Feedback
Stacy Fairbanks, 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.
Roundtable Discussion: Time Management
Kathy D. Schlecht, DO
At the conclusion of the session, participants will be able to:
• Identify where time goes.
• Determine if schedules reflect priorities.
• Define mental clutter.
• Create a plan to incorporate the ‘ideal life’ into every day.

Roundtable Discussion: Conflict Resolution
Herodotos Ellinas, MD, FAAF, 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.

Roundtable Discussion: Identify Colleagues in Trouble
Bridget M. Marroquin, MD
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.

Roundtable Discussion: Coping with Professionalism Concerns
Elizabeth H. Ellinas, MD
At the conclusion of the session, participants will be able to:
• Define professionalism.
• Discuss professionalism vs. harassment in relation to gender.
• Apply ethical and professionalism standards to workplace scenarios.
REGISTRATION FORM

April 20-22, 2018 • Hyatt Regency Louisville • Louisville, Kentucky

The registration deadline for the early bird rate is April 2, 2018. Individuals who wish to register after April 18 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

*Daytime Phone Fax

*Email Address *ASA Membership #

*Required Information

Registration Fees

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<tr>
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<th>Early Bird by April 2</th>
<th>April 2 - April 18</th>
<th>Onsite Fee</th>
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<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>
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*SEA membership must be current in order to receive the discounted rate.
**Includes active SEA membership dues for the remainder of 2018.

**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 4210
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.
REGISTRATION FORM

April 20-22, 2018 • Hyatt Regency Louisville • Louisville, Kentucky

*First Name  MI  *Last Name

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

Meeting Workshops

Friday, April 20 – Workshops (Morning)
☐ A Human Factors Approach to Empathy
☐ An Armed Trainee Commits Suicide in Your Workplace: Active Shooter Protocols, Suicide, Wellness, and Caring for Each Other
☐ Beyond Traditional Approaches: Innovative Teaching Strategies to Promote Professionalism in Anesthesiology Trainees
☐ Building Well-Being: Construction of a Wellness Program
☐ How Does Your Didactic Curriculum Compare to Other Medical Schools?
☐ Optimizing the Clinical Anesthesia Year 0 Experience During the Anesthesia Month Rotation
☐ Professionalism and Ethics for Anesthesiologists: It’s Time for Patient Centered Approach in the Era of Technology
☐ Secrets of Successful Teaching: Being in the Know

Friday, April 20 – Workshops (Afternoon)
☐ Addressing the Challenge of the Unprofessional Resident
☐ Depression, Disruptive Behavior, and Impairment: Consequences for Patient Safety and Physician Health
☐ How Can Educational Technologies and Learning Design Help Us Better Train Professional, Humanistic Anesthesiologists?
☐ How Does Your Clinical Curriculum and Evaluation Compare to Other Medical Schools?
☐ Simple Neck Exercises, Breathing and Meditation Techniques to Mitigate Stress for the Anesthesia Providers. Demonstration, Active Learning and Discussion on Evidence Based Long Term Individualized Institutional Integration of These Wellness Techniques
☐ Wellness: A Work in Progress!
☐ When Bad Things Happen to Good People: Building Resilience After Medical Errors and Poor Clinical Outcomes

Saturday, April 21 – Workshops
☐ Building Your Best Culture
☐ Bullying and Aggressive Behavior at the Workplace
☐ Clerkship Directors How Do You Get the Job Done?
☐ Critical Reading of Original Scientific Research: A How-To for Clinicians
☐ Educating Successfully in a Global Health Setting – A Bilateral Benefit
☐ Fostering the Development of Effective and Empathetic Communication: How to Assess and Provide Feedback with Gap Analysis
☐ Idea to Grant – Toward the Successful Application for Educational Grants
☐ Train the Trainer: Cultivating Humanistic Professional Practices in Anesthesiology

Sunday, April 22 – Workshops
☐ A Novel Curriculum for Optimizing Multi-Disciplinary Team Dynamics; A Focus on Effective Communication and Leadership Styles
☐ Learning Management Systems to Help Faculty Trainees Manage Their Workload and Alleviate Stress
☐ OSCE Development: Lights, Camera, Action!
☐ Teaching Interdisciplinary Communication Through Collaborative Meetings
☐ The “OSCE Exam” is Here! Are Your Trainees Ready?