Registration Brochure

SEA 2020 Spring Meeting
Defining the Path to Workforce Readiness

May 8-10, 2020
Loews Philadelphia Hotel • Philadelphia, Pennsylvania

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.

Learners will acquire skills to become more effective educators of medical students and resident physicians and to produce graduates who meet the differing expectations of the various education stakeholders.

Registration
Registration for the 2020 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 2020. Member registrants must have 2020 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.

Early Bird Registration Deadline
The early bird registration deadline for the meeting is April 6, 2020. Registrations received after April 6, 2020, 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 14.5 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Commercial Support Acknowledgement
The CME activity 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 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 April 6, 2020, will receive a full refund. Cancellations received from April 7, 2020 through April 27, 2020 will receive a refund of 60 percent. Refunds will not be given after April 27, 2020. 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:

• Describe the broad spectrum of competencies currently required for professional success as an anesthesiologist.
• Outline approaches for evaluating training programs through publicly reported outcomes and big data analytics.
• Recommend organizational practices to maximize selection of trainees.

WORKSHOP PROGRAM OBJECTIVES

(Board Certified in Professionalism: Strategies for Guiding Difficult Perioperative Conversations)
Adam Wallace Baca, MD; Eric R. Heinz, MD, PhD; Anna Katharine Hindle, MD; Raymond A. Pla, MD; Marian Sherman, MD

Upon completion of this activity, learners will:

• Implement and utilize novel methods for teaching residents how to navigate challenging conversations with colleagues.
• Evaluate the value of this technique at their institution.
• Identify strategies for engaging learners in challenging conversations in a professional manner.
• Analyze vulnerabilities when engaging in challenging conversations.
• Develop a plan to integrate some of these techniques into teaching professionalism in their own institution.

“Burnout” in Rising Anesthesiologists: Defining the Problem and Potential Solutions
Elvera L. Baron, MD, PhD; Himani V. Bhatt, DO, MPA, FASE, FASA; Donna Castello, DO; Lauren Lisann-Goldman, MD; Bryan Mahoney, MD, FASA; Brittany Reardon, MD

Upon completion of this activity, learners will:

• Understand definition of burnout & recognize colleagues displaying signs of burnout.
• Identify contributing factors to burnout.
• Gain awareness of implications of burnout.
• Propose interventions/changes (on individual resident/fellow/junior attending & systems level) to prevent burnout upon entering & remaining in workforce.
• Brainstorm ways to apply interventions/changes to own life & own institution – generate toolkit to maintain wellness & prevent burnout in trainees entering the workforce, junior attending anesthesiologists as they start their careers, & seasoned attending anesthesiologists as mentors.

Coaching for GME: What, Why, and How?
Emily Baird, MD, PhD; Dawn Dillman, MD; Tomás Lazo, MD; Amy Miller Juvé, EdD, MEd; Leila Zuo, MD

Upon completion of this activity, learners will:

• Articulate the difference between advising, mentoring and coaching.
• Describe one benefit of coaching over advising and mentoring.
• Use a tool given in the session to coach a peer with a goal.

Cognitive Load Theory: The Missing Link in Our Instructional Strategies
Mario Farias-Kovac, MD; Ksenia Guvakova, MD; Ihab Kamel, MD, MEHP; Yidy Yuliana Salamanca-Padilla, MD; Jose Sosa Herrera, MD

Upon completion of this activity, learners will:

• Describe the model of human learning and schemata formation.
• Describe the fundamental principles of cognitive load theory.
• Describe the various loads affecting the working memory function during instructional sessions.
• Apply fundamentals of cognitive load theory to different instructional strategies to facilitate learning and schemata formation.

Designing Leadership Programming for Anesthesiology Trainees
Ashley Grantham, PhD; Kelly A. Machovec, MD, MPH; Elizabeth B. Malinzak, MD

Upon completion of this activity, learners will:

• Be able to describe a model for designing an anesthesiology-specific leadership program.
• Be able to list characteristics of effective leadership development programming.
• Be able to create learning objectives for a potential leadership program at their own institutions.
• Be able to design an outline of a curriculum for a potential leadership program at their own institutions.
WORKSHOP PROGRAM OBJECTIVES

Designing Your Teaching Portfolio - It’s Never too Early to Start!
Carol Ann B. Diachun, MD, MSEd; Kathy D. Schlecht, DO; Tracey Straker, MD, MS, MPH, FASA; David A. Young, MD, MEd, MBA, FAAP, FASA

Upon completion of this activity, learners will:
- Differentiate between a teaching portfolio and a curriculum vitae.
- Identify the components of a teaching portfolio.
- Formulate a strategy for documenting the material in the teaching portfolio.
- Devise their personal teaching portfolio.
- Identify alternative formats for documenting the teaching portfolio.

Financial Literacy 101: Developing an Educational Plan for Anesthesia Trainees
Nikhil Chawla, MBBS; Issac Chu, MD; Michale Sung-jin Ok, MD; Deepika (Naina) Rao, MD

Upon completion of this activity, learners will:
- Describe the impact of debt on mental health and career planning that the newer generation of anesthesiologists currently faces.
- Define 5 financial literacy topics that are relevant to anesthesia trainees (anesthesia billing; job contracts; benefits packages; debt management/budgeting; insurance vs investments).
- Seek out reliable physician-focused financial literacy resources to develop an educational curriculum.

How is Your Categorical Intern Year Preparing Your Trainees for Anesthesia Practice?
Greg Kim, MD; Bryan Mahoney, MD, FASA; Morgan Moller, DO; Sujatha Ramachandran, MD, MACM

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.

How to Conceptualize, Develop, and Lead a Successful Workshop
Amy Beethe, MD; Andrea Dutoit, MD; Michelle LeRiger, MD; Vidyta T. Raman, MD, MBA, FASA, FAAP; Haleh Saadat, MD

Upon completion of this activity, learners will:
- Identify elements of an effective workshop.
- Demonstrate application of the SMART format when developing learning objectives.
- List strategies to optimize audience participation for large and small groups.
- Discuss appropriate use of didactics in a workshop setting.
- Outline a potential future workshop framework through collaboration with other participants.

How to Provide High Quality Peer Review for Educational Scholarship (And Learn Something in the Process!)
Melissa Davidson, MD; Michal Gajewski, DO; Srijaya K. Reddy, MD, MBA; Scott A. Schartel, DO

Upon completion of this activity, learners will:
- Identify the various forums in academic medicine that utilize peer review.
- Describe components of an outstanding peer review for educational journals, as well as the other forums noted above.
- Discuss Glassick’s criteria and its application to the evaluation of teaching scholarship (in general) and specifically in the peer review process.
- Apply learned concepts through small group peer review of sample works, with focus on innovative curriculum self-assessment leading to education abstracts and journal submissions.
- Defend the peer review process as a learning opportunity for academic anesthesiologists.

How to Use Peer Coaching of Teaching Skills to Equally Develop Workforce Readiness, Advance Your Own Career, and Serve SEA
Carlos Javier Campos, MD; Lisa Caplan, MD; Carol Ann B. Diachun, MD, MSEd; Tracey Straker, MD, MS, MPH, FASA; David A. Young, MD, MEd, MBA, FAAP, FASA

Upon completion of this activity, learners will:
- Identify the benefits from performing a Peer Coaching evaluation of teaching skills.
- Appreciate the professional development benefits to oneself and the SEA membership from becoming a SEA Peer Coach.
- Recognize advanced issues associated with performing a Peer Coaching evaluation of teaching skills.
- Demonstrate the effective use of the SEA Peer Coaching Program Worksheet during two simulated teaching activities.
- Demonstrate effective delivery of formative feedback after performing a Peer Coaching evaluation of teaching skills.
WORKSHOP PROGRAM OBJECTIVES

continued

Jumpstarting Academic Careers: A Workshop and Tools for Career Development in Anesthesiology
Adria Boucharel, MD; Franklyn Cladis, MD, FAAP; Ira Todd Cohen, MD, MEd, FAAP; Rebecca Margolis, DO; Samuel David Yanofsky, MD, MSED

Upon completion of this activity, learners will:
- Discuss the elements of career management.
- Utilize their character strengths in moving their careers to the next level.
- Discuss and enhance their professional network.
- Complete their career development plan including potential usage of an educators' portfolio.

Mentoring 101: Creating and Supporting a Productive Relationship
Titilopemi Aina, MD, MPH; Claudine D. Johnson, MD; Yi-Chun Carol Liu, MD, MS, FACS; Sanghamitra Misra, MD

Upon completion of this activity, learners will:
- Discuss the difference between a mentor, advisor, coach, and sponsor.
- Explain how mentees can identify and approach potential mentors.
- Define the roles and responsibilities of mentors and mentees.

Nurturing Professional Identity Through Physician Confession Sessions – The Residents’ Perspective
Adaora M. Chima, MBBS, MPH; Marjorie Gloff, MD; Matthew F. Hirschfeld, MD; Zahraa Majeed, MBChB, MS; Kaitlyn Mitchell, MD; Robert Pranaat, MD, MS

Upon completion of this activity, learners will:
- Review the development of Confessions and differentiate it from other moderated small group activities.
- Participate in a Confession session.
- Construct a definition of professional identity formation and its components, underlying the importance of guided reflection and shared story telling.
- Describe the concept of Communities of Practice and apply it to graduate medical education.
- Critique Confessions’ usefulness in fostering trainee professional identity and community of practice.

Person-Role: Keeping it Together in Difficult Situations
Emily K.B. Gordon, MD, MSED; Onyi C. Onuoha, MD, MPH; Beulah Trey, PhD; Jason D. Walls, MD

Upon completion of this activity, learners will:
- Introduce the concept of Person versus Role and how these are applicable to our work environment.
- Discuss strategies to enable the anesthesiologist or trainee to stay in role during critical situations.
- Discuss different exercises you can complete with residents to debrief and talk about their triggers during these events.
- Demonstrate how this will help foster leadership amongst faculty and residents.

Prep Your Residents and Fellows for Success – How to Develop and Run ABA-Style Practice OSCEs Today!
Kimberly Blasius, MD; Tanna J. Boyer, DO, MS; Harshad Gurnaney, MBBS, MPH; Sally Ann Mitchell, EdD, MMSc; Kristin Ondecko Ligda, MD; Devika Singh, MS, MD, MEd; Chelsea Willie, MD; David A. Young, MD, MEd, MBA, FAAP, FASA

Upon completion of this activity, learners will:
- Develop strategies to obtain support from department leadership in the form of time and money for conducting an ABA OSCE event, including discussion of grant support options that exist.
- Identify the critical components to the 9 OSCE stations identified by the ABA.
- Identify which stations will be the trickiest to construct and consider special faculty needs (i.e. echo training).
- Construct an OSCE station candidate stem for use at the participant’s home institution.
- Recognize the pros and cons of using electronic grading vs. paper grading for formative OSCEs.

Priority-Driven Wellness: How Software Engineering and a Fish Market Can Help to Minimize Burnout
Phillip S. Adams, DO; Kristin Ondecko-Ligda, MD; Ryan C. Romeo, MD

Upon completion of this activity, learners will:
- Apply the process of assigning priority/severity to their life items.
- List the four Fish! principles and state the meaning of each.
- Describe how they can implement the Fish! Philosophy to maximize meaningful time spent with every priority item.
WORKSHOP PROGRAM OBJECTIVES

Remediating Struggling Doctors: What Works?
Tom Gale, MD, FRCA, M ClinEd, PFHEA; Tristan Price, BSc, MSc, PhD

Upon completion of this activity, learners will:
• Identify the relevant strategies that engender effective remediation for doctors.
• Understand the research methodology used to identify these strategies.
• Apply findings to participants’ own experience and develop ideas for refining / reforming / developing remediation programs.
• Work in groups to identify challenges to instigating effective remediation interventions and any potential strategies for overcoming these challenges.

Simulation in Anesthesiology Training: Tools and Techniques for Improvement and Adaptation to Clinical Practice
Loren Babirak, MD; Kimberly Blasius, MD; Harshad Gurnaney, MBBS, MPH; Madeline Miano, MD; Devika Singh, MS, MD, MEd

Upon completion of this activity, learners will:
• Explore the utility of simulation for the anesthesiologist from simple task training to complex high-fidelity clinical encounters.
• Develop an understanding of simulation exercises for team building and improving communication and learn how to apply these skills to clinical practice.
• Develop an appreciation for the wide variety of simulation technology.
• Gain exposure to guided debriefing techniques and demonstrate how to apply these techniques in the clinical education of trainees.

Success in Starting a Career and Family
Candace Chang, MD, MPH; Michelle Curtis, MD; David Dorsey, MD; Emily Hagn, MD; Lauren Knecht, MD

Upon completion of this activity, learners will:
• Identify VALUES held by individuals that are important in helping them to prioritize and make early work/life decisions.
• Identify and compare different institutions’ policies on parental leave. How can we learn from others and improve our own?
• Discuss how to effectively compartmentalize. Is this necessary for success in work and life? When to say “yes” and “no” to each in a healthy way.

Teaching Quality and Safety to Trainees: More Than Just Meeting ACGME Requirements
Alexander Arriaga, MD, MPH, ScD; L. Jane Easdown, MD, MHPE, FRCP; Keith J. Ruskin, MD, FAsMA, FRAeS; Deborah Schwengel, MD, MEHP

Upon completion of this activity, learners will:
• Discuss the baseline needs of the program and the learners.
• List barriers to successful implementation of PSQI programs in their institution.
• List stakeholders, mentors in home institution to instruct the learners.
• Draft a curriculum plan for residents.
• Discuss a faculty development plan for PSQI instruction.

Unconscious Bias in the Workplace: How Do I Get Promoted?
Odinakachukwu Ebie, MD; Alexandra L. Lewis, MD, MSc; Jennifer Lucero, MD, MA

Upon completion of this activity, learners will:
• Discuss unconscious bias as well as its impact on resident training and early career promotion as a junior faculty member.
• Enhance awareness of privilege, micro-aggression, bias, and allyship and the skills to navigate the complexities of these in our work environment.
• Demonstrate and provide effective tools for various methods of responding to unconscious bias in the setting of promotion in the workplace with the goal of the attendees to disseminate these skills to faculty and learners at their home institution.

continued
## PROGRAM SCHEDULE

### FRIDAY, MAY 8, 2020

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:30am – 4:30pm</td>
<td>SEA Spring Meeting Registration</td>
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<tr>
<td>7:00am – 8:00am</td>
<td>Breakfast &amp; Committee Roundtable Discussions</td>
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<tr>
<td>8:00am – 8:15am</td>
<td>Morning Remarks and Announcements</td>
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<td>8:15am – 9:15am</td>
<td>Panel/Debate: Determining the Future of the Profession</td>
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<td>Moderator: Charlene M. Blake, MD, PhD</td>
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<td>Robert Gaiser, MD; Vesna Jevtovic-Todorovic, MD, PhD, MBA; Gordon Morewood, MD, MBA, FASE, FASA</td>
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<tr>
<td>9:15am – 9:30am</td>
<td>Coffee Break &amp; Poster Teaser Lineup</td>
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<td>9:30am – 10:15am</td>
<td>Poster Teasers</td>
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<td>10:15am – 11:15am</td>
<td>Keynote: Factors Associated with Recruitment, Selection and Retention of Doctors for Anesthesiology</td>
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<td>Tom Gale, MD, FRCA, MClinEd, PFHEA; Tristan Price, BSc, MSc, PhD</td>
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<tr>
<td>11:15am – 12:00pm</td>
<td>Poster Viewing &amp; Project Networking</td>
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<td>12:00pm – 1:30pm</td>
<td>Membership Luncheon &amp; Business Meeting</td>
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<td>1:30pm – 2:15pm</td>
<td>Medical Anthropology and the Future of Anesthesiology</td>
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<td>Justin Clapp, PhD, MPH</td>
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<td>2:15pm – 3:00pm</td>
<td>Top Abstracts: Research &amp; Curricular</td>
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<td>3:00pm – 3:30pm</td>
<td>Coffee Break</td>
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<td>3:30pm – 5:00pm</td>
<td>SEA Workshops – Set # 1 (Space is limited to 30 per workshop)</td>
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<td></td>
<td>- Workshop A: How to Use Peer Coaching of Teaching Skills to Equally Develop Workforce Readiness, Advance Your Own Career, and Serve SEA</td>
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<td>- Workshop F: Remediating Struggling Doctors: What Works?</td>
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<tr>
<td>5:00pm – 6:00pm</td>
<td>President's Reception and SEA Member Celebration (Included with your registration fee)</td>
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<td>6:00pm – 6:30pm</td>
<td>Free Time</td>
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<td>6:30pm</td>
<td>Dine Around</td>
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### SATURDAY, MAY 9, 2020

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>6:30am – 4:30pm</td>
<td>SEA Spring Meeting Registration</td>
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<td>8:00am – 8:15am</td>
<td>Morning Remarks and Announcements</td>
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<td>8:15am – 9:00am</td>
<td>Keynote: The Science Behind How Doctors Learn</td>
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<td>Kevin Eva, PhD</td>
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<td>9:00am – 9:45am</td>
<td>Award Presentations</td>
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<td>- HVO Scholars</td>
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<td>- SEAd Grant</td>
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<td>- Phillip Liu Innovations in Anesthesia Education</td>
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<td>Time</td>
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<tr>
<td>9:30am – 3:40pm</td>
<td><strong>Leadership Program for Chief Residents</strong> <em>(Separate Agenda on page 16)</em></td>
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<tr>
<td>9:45am – 10:00am</td>
<td><strong>Coffee Break &amp; Poster Viewing</strong></td>
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<tr>
<td>10:00am – 10:45am</td>
<td><strong>Panel: Hospital Closure - A Look at the Economic, Legal and Educational Implications</strong>&lt;br&gt;<strong>Moderator:</strong> Teresa A. Mulaikal, MD, FASE&lt;br&gt;Michael A. Young, MHA, FACHE; Shelley George, MD; William C. Boyer, DHSc, MS, CHSE; Emuejevoke Chuba, MD, MSCR</td>
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<td>10:45am – 11:00am</td>
<td><strong>Coffee Break &amp; Poster Viewing</strong></td>
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<td>11:00am – 12:30pm</td>
<td><strong>SEA Workshops – Set # 2</strong> <em>(Space is limited to 30 per workshop)</em></td>
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<tr>
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<td>• Workshop A: Teaching Quality and Safety to Trainees: More Than Just Meeting ACGME Requirements</td>
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<td>12:30pm – 2:00pm</td>
<td><strong>Lunch on Own &amp; Committee Chair Meeting</strong></td>
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<td>2:00pm – 2:45pm</td>
<td><strong>Keynote: Behavioral Economic Principles: Why We Should Be Using Them in Medical Education</strong>&lt;br&gt;John E. Fiadjoe, MD</td>
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<td><strong>Coffee Break &amp; Poster Viewing</strong></td>
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<td>3:00pm – 4:00pm</td>
<td><strong>Panel: Innovation - Looking at Our Present and Preparing for the Future</strong>&lt;br&gt;<strong>Moderator:</strong> Brian Martin, MD&lt;br&gt;• Perioperative Medicine&lt;br&gt;Bobby Chang, MD&lt;br&gt;• Analysis of the Interview Process&lt;br&gt;Emily K.B. Gordon, MD, MSEd&lt;br&gt;• Tracking Resident Progress&lt;br&gt;Thomas R. Miller, PhD, MBA</td>
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<td>4:00pm – 4:15pm</td>
<td><strong>Coffee Break &amp; Poster Viewing</strong></td>
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<td>4:15pm – 5:45pm</td>
<td><strong>SEA Workshops – Set # 3</strong> <em>(Space is limited to 30 per workshop)</em></td>
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<tr>
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<td>• Workshop A: Designing Your Teaching Portfolio - It’s Never too Early to Start!</td>
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<td>• Workshop F: Financial Literacy 101: Developing an Educational Plan for Anesthesia Trainees</td>
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#### SUNDAY, MAY 10, 2020

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<td>7:00am – 8:00am</td>
<td>Breakfast &amp; Committee Round Tables</td>
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<td>8:00am – 8:15am</td>
<td>Morning Remarks and Announcements</td>
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<td>8:15am – 9:15am</td>
<td>Best of the Year</td>
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<td>9:15am – 10:00am</td>
<td>Medical Improvisation</td>
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<td>Oren Guttman, MD, MBA</td>
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<td>10:00am – 10:15am</td>
<td>Coffee Break</td>
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<td>10:15am – 11:45am</td>
<td>SEA Workshops – Set # 4 (Space is limited to 30 per workshop)</td>
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<td>• Workshop A: Priority-Driven Wellness: How Software Engineering and a Fish Market Can Help to Minimize Burnout</td>
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<td>11:45am – 12:00pm</td>
<td>Wrap Up</td>
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### PROGRAM PLANNING COMMITTEE

- **Abiona Berkeley, MD, JD**  
  **Spring Meeting Co-Chair**  
  Associate Professor of Clinical Anesthesiology  
  Director, Anesthesiology Residency Program  
  Department of Anesthesiology  
  Temple University School of Medicine  
  Philadelphia, PA

- **James W. Heitz, MD, FACP, FASA**  
  **Spring Meeting Co-Chair**  
  Professor of Anesthesiology  
  Vice Chair for Education & Program  
  Director, Anesthesiology  
  The Sidney Kimmel Medical College Jefferson (Philadelphia University and Thomas Jefferson University)  
  Philadelphia, PA

- **Carol Ann B. Diachun, MD, MSEd**  
  Professor of Anesthesiology  
  Associate Chair for Education Residency Program Director  
  Department of Anesthesiology  
  University of Florida College of Medicine - Jacksonville  
  Jacksonville, FL

- **Adrian Hendrickse, BM, FRCA, MAcadMEd, PGDipMEd**  
  Associate Professor of Anesthesiology  
  University of Colorado School of Medicine  
  Aurora, CO

- **Beth L. Ladiie, MD, MPH**  
  Assistant Professor of Anesthesiology  
  Mayo Clinic Florida  
  Jacksonville, FL

- **Rana K. Latif, MD, FFA**  
  Associate Professor  
  University of Louisville  
  Louisville, KY

- **John D. Mitchell, MD**  
  Associate Professor of Anesthesia & Residency Program Director  
  Beth Israel Deaconess Medical Center  
  Boston, MA

- **Annette Mizuguchi, MD, PhD, MMSc, FASE**  
  Assistant Professor  
  Brigham and Women’s Hospital  
  Boston, MA

- **Amy M. Murray, MD**  
  Professor  
  Loyola University Medical Center  
  Maywood, IL

- **Barbara Orlando, MD**  
  Assistant Professor of Anesthesiology  
  Clinical Base Year Director  
  OB Anesthesia Research Director  
  Wellness Champion  
  Mount Sinai West  
  New York, NY
FACULTY

Amy C. Robertson, MD
Associate Professor
Associate Vice Chair for Clinical Affairs
Director of Medical Student Education
Department of Anesthesiology
Vanderbilt University School of Medicine
Nashville, TN

Michael R. Sandison, MD
Professor & Vice Chair for Education
Albany Medical Center
Albany, NY

Deborah Schwengel, MD, MEHP
Co-Director Education Research Core,
Anesthesiology and Critical Care Medicine
Johns Hopkins University School of Medicine
Baltimore, MD

Kristina R. Sullivan, MD
Professor
UCSF
San Francisco, CA

Kristen Vanderhoef, MD
Assistant Professor
Department of Anesthesiology
University of Florida-Jacksonville
Jacksonville, FL

Michael T. Wiisanen, MD
Associate Professor/Program Director
Loyola University Medical Center
Chicago, IL

David A. Young, MD, MEd, MBA, FAAP, FASA
Professor of Anesthesiology
Chair, Academy of Distinguished Educators
Vice-Chair, Simulation Medicine, Department of Anesthesiology
Baylor College of Medicine
Chair, Pediatric Anesthesiology Simulation, CHSE
Director, Pediatric Anesthesiology ASA
MOCA Simulation Course
Department of Anesthesiology, Perioperative, and Pain Medicine
Texas Children’s Hospital
Houston, TX

Program Planning Committee

Phillip S. Adams, DO
Assistant Professor
Associate Residency Program Director
Department of Anesthesiology and Perioperative Medicine
UPMC Children's Hospital of Pittsburgh
Pittsburgh, PA

Titilopemi Aina, MD, MPH
Assistant Professor
Baylor College of Medicine/Texas Children’s Hospital
Houston, TX

Alexander Arriaga, MD, MPH, ScD
Assistant Program Director,
Brigham and Women’s Hospital Anesthesia Residency Program
Brigham and Women’s Hospital, Harvard Medical School
Boston, MA

Loren Babirak, MD
Assistant Professor of Clinical Anesthesiology and Critical Care Medicine, Perelman School of Medicine
University of Pennsylvania/The Children’s Hospital of Philadelphia
Philadelphia, PA

Adam Wallace Baca, MD
Assistant Professor of Anesthesiology
The George Washington University Hospital
Department of Anesthesiology and Critical Care Medicine
Washington, DC

Emily Baird, MD, PhD
Associate Professor and Program Director of Resident Education
Department of Anesthesiology and Perioperative Medicine
Oregon Health and Science University
Portland, OR

Elvera L. Baron, MD, PhD
Assistant Professor, Department of Medical Education, Department of Anesthesiology, Perioperative and Pain Medicine
Icahn School of Medicine at Mount Sinai
New York, NY

Amy Beethe, MD
Assistant Professor
Clinical Director
Division of Pediatric Anesthesiology
University of Nebraska Medical Center, Children’s Hospital & Medical Center
Omaha, NE

Himani V. Bhatt, DO, MPA, FASE, FASA
Director, Division of Cardiac Anesthesiology
Mount Sinai St. Luke’s Hospital
Assistant Professor of Anesthesiology
Department of Anesthesiology, Perioperative and Pain Medicine
Icahn School of Medicine at Mount Sinai
New York, NY

Charlene M. Blake, MD, PhD
Assistant Professor, Department of Anesthesia and Perioperative Care
University of California, San Francisco
San Francisco, CA

Kimberly Blasius, MD
Adjunct Assistant Professor of Anesthesiology and Pediatrics
University of North Carolina Chapel Hill
Chapel Hill, NC
FACULTY

Adria Boucharel, MD
Associate Professor of Anesthesiology
University of Colorado
Aurora, CO

Tanna J. Boyer, DO, MS
Assistant Professor
Director of Simulation
Riley Hospital for Children
Indianapolis, IN

William C. Boyer, DHSc, MS, CHSE
Chief Academic Officer/DIO, Crozer Keystone Health System
Regional Assistant Dean, Drexel University College of Medicine
Former Chief Academic Officer/DIO, Hahnemann University Hospital
Philadelphia, PA

Carlos Javier Campos, MD
Associate Professor of Anesthesiology and Pediatrics, Educator Consultant, Director of Pediatric Anesthesia Liver Transplant, Pediatric Cardiovascular Staff
Baylor College of Medicine, Texas Children’s Hospital Houston, TX

Lisa Caplan, MD
Associate Professor of Anesthesiology
Baylor College of Medicine/Texas Children’s Hospital Houston, TX

Donna Castello, DO
Assistant Professor of Anesthesiology
Icahn School of Medicine New York, NY

Candace Chang, MD, MPH
Assistant Professor
University of Utah
Salt Lake City, UT

Su-Pen Bobby Chang, MD
Anesthesiology Residency Program Director
Clinical Assistant Professor of Anesthesiology
Boston University School of Medicine
Boston, MA

Nikhil Chawla, MBBS
Assistant Professor, Department of Anesthesiology
Yale Medicine
New Haven, CT

Adaora M Chima, MBBS, MPH
Anesthesiology Resident
University of Rochester Rochester, NY

Issac Chu, MD
Assistant Professor of Clinical Anesthesiology
Keck School of Medicine at the University of Southern California
Los Angeles, CA

Emuejevoke Chuba, MD, MSCR
Resident
New York, NY

Franklyn Cladis, MD, FAAP
Associate Professor of Anesthesiology
UPMC Children’s Hospital of Pittsburgh
Pittsburgh, PA

Justin Clapp, PhD, MPH
Assistant Professor of Anesthesiology & Critical Care
University of Pennsylvania Philadelphia, PA

Ira Todd Cohen, MD, MEd, FAAP
Professor of Anesthesiology and Pediatrics
The George Washington University
Department of Anesthesiology and Pain Medicine
Children’s National Medical Center
Washington, DC

Michelle Curtis, MD
Assistant Professor
University of Utah
Salt Lake City, UT

Melissa Davidson, MD
Professor of Anesthesiology
Associate Dean for Graduate Medical Education
Larner College of Medicine at the University of Vermont
Designated Institutional Official University of Vermont Medical Center
Burlington, VT

Carol Ann B. Diachun, MD, MEd
Professor of Anesthesiology
Associate Chair for Education
University of Florida College of Medicine - Jacksonville
Jacksonville, FL

Dawn Dillman, MD
Professor, Vice-Chair for Education
Oregon Health and Science University
Portland, OR

David Dorsey, MD
Assistant Professor
University of Utah
Salt Lake City, UT

Andrea Dutoit, MD
Associate Professor of Anesthesiology
University of Nebraska Medical Center
Children’s Hospital & Medical Center Omaha, NE

L. Jane Easdown, MD, MHPE, FRCPA
Professor of Anesthesiology
Vanderbilt University Medical Center
Nashville, TN

Odimakahukwu Ehie, MD
Clinical Assistant Professor
University of California, San Francisco
San Francisco, CA

Kevin Eva, PhD
Senior Scientist and Associate Director, Centre for Health Education Scholarship
University of British Columbia Vancouver, British Columbia

Mario Farias-Kovac, MD
Assistant Professor of Anesthesiology
Department of Anesthesiology
Lewis Katz School of Medicine (LKSOM)
Temple University Hospital Philadelphia, PA

John Fiadjoe, MD
Associate Professor of Anesthesiology and Critical Care Medicine
Perelman School of Medicine University of Pennsylvania/Children’s Hospital of Philadelphia Philadelphia, PA

Robert Gaiser, MD
Professor and Chair, Department of Anesthesiology
University of Kentucky Lexington, Kentucky
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<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Michal Gajewski, DO</td>
<td>Assistant Professor</td>
<td>Rutgers New Jersey Medical School</td>
<td>Newark, NJ</td>
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<td>Tom Gale, MD, FRCA, MClinEd, PFHEA</td>
<td>Clinical Associate Professor &amp;</td>
<td>Plymouth University</td>
<td>Plymouth, England</td>
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<td>Shelley George, MD</td>
<td>Adjunct Faculty</td>
<td>Temple University Hospital</td>
<td>Philadelphia, PA</td>
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<td>Marjorie Gloff, MD</td>
<td>Associate Professor of Anesthesiology and</td>
<td>Co-Director of the Center for Perioperative Medicine</td>
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<td>Anesthesiology and Perioperative Medicine</td>
<td>Faculty Chair of the University of Rochester School of Medicine</td>
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<td>University of Rochester's Honor Board</td>
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<td>Emily K.B. Gordon, MD, MSED</td>
<td>Assistant Professor of Critical Care, Vice Chair of Education</td>
<td>Perelman School of Medicine at the University of Pennsylvania</td>
<td>Philadelphia, PA</td>
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<td>Ashley Grantham, PhD</td>
<td>Medical Education Specialist</td>
<td>Department of Anesthesiology</td>
<td>Durham, NC</td>
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<td>Harshad Gumaney, MBBS, MPH</td>
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<td>Children's Hospital of Philadelphia, Perelman School of Medicine</td>
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<td>Associate Professor</td>
<td>Jefferson Health System</td>
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<td>Ksenia Guvakova, MD</td>
<td>Assistant Professor of Clinical Anesthesiology and Critical Care</td>
<td>Lewis Katz School of Medicine at Temple University</td>
<td>Philadelphia, PA</td>
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<td>Assistant Professor</td>
<td>University of Utah</td>
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<td>Assistant Professor</td>
<td>The George Washington University</td>
<td>Washington, DC</td>
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<td>Anna Katharine Hindle, MD</td>
<td>Assistant Professor</td>
<td>The George Washington University</td>
<td>Washington, DC</td>
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<td>Matthew F. Hirschfeld, MD</td>
<td>Associate Professor and Residency Program Director</td>
<td>Department of Anesthesiology and Perioperative Medicine</td>
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<td>University of Rochester School of Medicine</td>
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<td>Vesna Jevtovic-Todorovic, MD, PhD, MBA</td>
<td>CU Medicine Endowed Professor of Anesthesiology and Pharmacology</td>
<td>Chair, Department of Anesthesiology University of Colorado School of Medicine</td>
<td>Aurora, CO</td>
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<td>Oren Guttman, MD, MBA, CHSE CPPS</td>
<td>Enterprise Vice President for High Reliability and Patient Safety</td>
<td>Associate Professor of Anesthesiology Sidney Kimmel College of Medicine</td>
<td>Philadelphia, PA</td>
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<td>Leonel J. Heidbrink, MD, PhD</td>
<td>Assistant Professor</td>
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<td>Assistant Professor</td>
<td>Oregon Health and Science University</td>
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<td>Lauren Knecht, MD</td>
<td>Assistant Professor</td>
<td>University of Nebraska Medical Center</td>
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<td>Michelle LeRiger, MD</td>
<td>Assistant Professor</td>
<td>University of Nebraska Medical Center</td>
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<td>Alexandra L. Lewis, MD, MSc</td>
<td>Assistant Professor</td>
<td>Memorial Sloan Kettering Cancer Center</td>
<td>New York, NY</td>
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<td>Rebeca Margolis, DO</td>
<td>Residency Director</td>
<td>Children's Hospital of Los Angeles</td>
<td>Los Angeles, CA</td>
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<td>Lauren Lisann-Goldman, MD</td>
<td>CA-2 Anesthesiology Resident</td>
<td>Mount Sinai St. Luke's- West Hospitals</td>
<td>New York, NY</td>
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<td>Yi-Chun Carol Liu, MD, MS, FACS</td>
<td>Assistant Professor</td>
<td>Baylor College of Medicine</td>
<td>Houston, TX</td>
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<td>Jennifer Lucero, MD, MA</td>
<td>Vice Chair Diversity and Inclusion</td>
<td>University of California, San Francisco</td>
<td>San Francisco, CA</td>
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<td>Kelly A. Machovec, MD, MPH</td>
<td>Associate Professor</td>
<td>Department of Anesthesiology</td>
<td>Duke University</td>
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<td>Associate Professor</td>
<td>Residency Program Director</td>
<td>Mount Sinai St. Luke's- West Hospitals</td>
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<td>Zahraa Majeed, MBChB, MS</td>
<td>PGY-3 Anesthesia Resident</td>
<td>Department of Anesthesiology and Perioperative Medicine</td>
<td>University of Rochester</td>
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<td>Brian Martin, MD</td>
<td>Program Director, Assistant Professor, UMASS Medical School</td>
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<td>Madeline Miano, MD</td>
<td>Assistant Professor of Clinical Anesthesiology and Critical Care</td>
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<td>Morgan Moller, DO</td>
<td>CA-2, Mount Sinai St. Lukes-West, Department of Pain Medicine and Anesthesiology</td>
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<td>Gordon Morewood, MD, MBA, FASE, FASA</td>
<td>Professor of Clinical Anesthesiology, Chair, Department of Anesthesiology</td>
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<td>Teresa A. Mulaikal, MD, FASE</td>
<td>Assistant Professor of Anesthesiology, Program Director, Division of Cardiothoracic and Critical Care</td>
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<td>Raymond A. Pla, MD</td>
<td>Assistant Professor of Anesthesiology, The George Washington University, Washington, DC</td>
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<td>Anesthesiology Resident, University of Rochester, Rochester, NY</td>
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<td>Tristan Price, BSc, MSc, PhD</td>
<td>Lecturer in Clinical Education, University of Plymouth, Plymouth, England</td>
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<td>Sujeatha Ramachandran, MD, MACM</td>
<td>Associate Professor, Vice Chair for Education and Residency Program Director</td>
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<td>Vidya T. Raman, MD, MBA, FASA, FAAP</td>
<td>Senior Executive Director, Faculty Development and Clinical Pathways Management</td>
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<td>Michale Sung-jin Ok, MD</td>
<td>Assistant Professor of Clinical Anesthesia, Division of Intraoperative Neuropysiological Monitoring</td>
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<td>Kristin Ondecko Ligda, MD</td>
<td>Assistant Professor of Anesthesiology, University of Pittsburgh School of Medicine</td>
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<td>Brittany Reardon, MD</td>
<td>Chief Resident, Mount Sinai St. Luke's/West, New York, NY</td>
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<td>Onyi C. Onuoha, MD, MPH</td>
<td>Assistant Professor of Obstetric Anesthesiology, Department of Anesthesiology and Critical Care</td>
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<tr>
<td>Srijaya K. Reddy, MD, MBA</td>
<td>Associate Professor of Anesthesiology, Monroe Carell Jr. Children's Hospital at Vanderbilt</td>
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<tr>
<td>Ryan C. Romeo, MD</td>
<td>Associate Professor of Anesthesiology and Perioperative Medicine, University of Pittsburgh School of Medicine, Pittsburgh, PA</td>
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<tr>
<td>Keith J. Ruskin, MD, FAsMA, FRAeS</td>
<td>Professor, Department of Anesthesiology and Critical Care, University of Chicago, Chicago, IL</td>
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<td>Thomas R. Miller, PhD, MBA</td>
<td>Director of Analytics and Research Services, Director, Center for Anesthesia Workforce Studies</td>
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<td>Amy Miller Juvé, EdD, MEd</td>
<td>Associate Professor, Oregon Health and Science University, Portland, OR</td>
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<td>Sanghamitra Misra, MD</td>
<td>Associate Professor of Pediatrics, Baylor College of Medicine, Houston, TX</td>
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<td>Sally Ann Mitchell, EdD, MMSc</td>
<td>Assistant Professor of Clinical Anesthesia, Vice Chair of Education, Department of Anesthesia, Indiana University School of Medicine, Indianapolis, IN</td>
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FACULTY

Deborah Schwengel, MD, MEHP
Co-Director Education Research Core, Anesthesiology and Critical Care Medicine
Johns Hopkins University School of Medicine
Baltimore, MD

Marian Sherman, MD
Assistant Professor of Anesthesiology and Critical Care Medicine and Director, Clinical Operations
The George Washington University SOM and Health Sciences
Washington, DC

Devika Singh, MS, MD, MEd
Associate Professor
The Children’s Hospital of Philadelphia
Philadelphia, PA

Jose Sosa Herrera, MD
Assistant Professor of Anesthesiology
Lewis Katz School of Medicine at Temple University
Philadelphia, PA

Tracey Straker, MD, MS, MPH, FASA
Professor of Anesthesiology
Albert Einstein College of Medicine
Bronx, NY

Beulah Trey, PhD
Founder and CEO
Adjunct Assistant Professor
Penn Medicine Department of Anesthesia and Critical Care
Philadelphia, PA

Jason D. Walls, MD
Assistant Professor, Associate Program Director, Department of Anesthesiology and Critical Care
University of Pennsylvania, Perelman School of Medicine
Philadelphia, PA

Chelsea Willie, MD
Assistant Professor of Anesthesiology, Division of Pediatric Anesthesiology, Associate Residency Program Director
Medical College of Wisconsin, Children’s Hospital of Wisconsin
Milwaukee, WI

Samuel David Yanofsky, MD, MSEd
Professor of Clinical Anesthesiology and Medical Education
Children’s Hospital of Los Angeles
Los Angeles, CA

David A. Young, MD, MEd, MBA, FAAP, FASA
Professor of Anesthesiology
Chair, Academy of Distinguished Educators
Vice-Chair, Simulation Medicine, Department of Anesthesiology
Baylor College of Medicine
Chair, Pediatric Anesthesiology Simulation, CHSE
Director, Pediatric Anesthesiology ASA MOCA Simulation Course
Department of Anesthesiology, Perioperative, and Pain Medicine
Texas Children’s Hospital
Houston, TX

Michael A. Young, MHA, FACHE
President & CEO
Temple University Hospital
Philadelphia, PA

Leila Zuo, MD
Assistant Residency Program Director
Assistant Professor
Department of Anesthesiology and Perioperative Medicine
Oregon Health and Science University
Portland, OR

HOTEL AND TRANSPORTATION

Loews Philadelphia Hotel
1200 Market Street
Philadelphia, Pennsylvania 19107
Phone: 215-627-1200
http://loewshotels.com/philadelphia-hotel/

Visit https://www.phl.org/ for details on parking, amenities, flight status, terminal maps and more for the Philadelphia International Airport.

The hotel does not provide shuttle service, but there are cabs and ridesharing services (Lyft and Uber) from the airport. The Southeastern Pennsylvania Transportation Authority (SEPTA) provides train service and runs every 30 minutes. The train stops at the Jefferson Station on Market Street, which is a 3-minute walk from the Loews Philadelphia Hotel.

Airport Transportation: Philadelphia International Airport is 10 miles from the hotel (approximately 15 minutes).

Typical Minimum Charges are:
Bus Service = $2.50
Train = $6.75
Taxi = $40.00
Rideshare = $20.00

Reservations start at $179/night. Reservation can be made online at https://book.passkey.com/e/49633013

We recommend you make your accommodations as soon as possible to ensure a room at the Hilton Denver City Center. Any unsold rooms after April 9, 2020 will be released to the general public.
FUTURE SEA MEETINGS

2020 Fall Annual Meeting
October 2, 2020
(Prior to the ASA Annual Meeting)
Washington, DC

2021 Spring Meeting
April 16-18, 2021
Grand Hyatt Seattle
Seattle, WA

2022 Spring Meeting
April 8-10, 2022
The Westin Pittsburgh
Pittsburgh, PA
**LEADERSHIP PROGRAM FOR CHIEF RESIDENTS**

**SATURDAY, MAY 9, 2020**

“All Chief Residents should arrive no later than Friday evening, May 8. All attendees are asked to attend breakfast on Saturday, May 9 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>7:00am – 8:00am</td>
<td>Breakfast with SEA Members</td>
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<tr>
<td>8:00am – 8:30am</td>
<td>Welcome/Introductions: Stacy L. Fairbanks, MD &amp; Bridget M. Marroquin, MD</td>
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<tr>
<td>8:30am – 9:15am</td>
<td>Chief Resident: What Everyone Expects: Melissa L. Davidson, MD</td>
</tr>
<tr>
<td>9:15am – 9:45am</td>
<td>Leadership Primer: Stephen J. Kimatian, MD, FAAP</td>
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<tr>
<td>9:45am – 10:00am</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10:00am – 11:00am</td>
<td>The Physician Negotiator: Jeffrey S. Berger, MD, MBA</td>
</tr>
<tr>
<td>11:00am – 11:45am</td>
<td>The Difficult Resident and Providing Feedback: Stacy L. Fairbanks, MD</td>
</tr>
<tr>
<td>11:45am – 12:30pm</td>
<td>Networking Lunch</td>
</tr>
<tr>
<td>12:30pm – 1:00pm</td>
<td>Identify Colleagues in Trouble: J. Thomas McLarney, Jr, MD</td>
</tr>
<tr>
<td>1:00pm – 2:00pm</td>
<td>Emotional Intelligence, Empathy and Leadership: Stacy L. Fairbanks, MD &amp; Bridget M. Marroquin, MD</td>
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<tr>
<td>2:00pm – 2:15pm</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>2:15pm – 4:00pm</td>
<td>Roundtable Discussions</td>
</tr>
<tr>
<td>4:00pm – 4:30pm</td>
<td>Take Home Message: Stacy L. Fairbanks, MD &amp; Bridget M. Marroquin, MD</td>
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</table>

**CHIEF RESIDENT OBJECTIVES**

**Chief Resident: What Everyone Expects**  
Melissa L. Davidson, MD

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

**Leadership Primer**  
Stephen J. Kimatian, MD, FAAP

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.

**The Physician Negotiator**  
Jeffrey S. Berger, MD, MBA

At the conclusion of the session, participants will be able to:
- Identify and avoid falling prey to negotiation myths.
- Properly prepare a negotiation.
- Appraise and evaluate negotiations.

**The Difficult Resident and Providing Feedback**  
Stacy L. 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.
CHIEF RESIDENT OBJECTIVES

Identify Colleagues in Trouble
J. Thomas McLarney, Jr, 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.
- Outline optimal methods to approach colleagues in trouble.
- Distinguish situations requiring professional counseling vs informal aid.

Emotional Intelligence, Empathy and Leadership
Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD

At the conclusion of the session, participants will be able to:

- Recognize the role of empathy in leadership.
- Apply emotional intelligence to a team communication activity.
- Construct a leadership plan incorporating emotional intelligence and empathy.

Roundtable Discussion: Conflict Resolution
Herodotos Ellinas, MD

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: Ignorance of the Law is No Excuse!
Melissa L. Davidson, MD

Through case-based discussions, chief residents will:

- Distinguish between academic and employment standards, including application to and implications of remediation and disciplinary action as possible outcomes.
- Review common standards, how they apply in resident education, and implications of non-compliance.
- Develop strategies for supporting residents as they confront challenging situations.

Roundtable Discussion: Relationships and Support Networks
Bridget M. Marroquin, MD

At the conclusion of the session, participants will be able to:

- Identify people in your life that serve as a support network.
- Explain how you prioritize important relationships during your training.
- Create a framework to maintain or develop important relationships throughout your career.

Roundtable Discussion: Bias
Stacy L. Fairbanks, MD

At the conclusion of the session, participants will be able to:

- Distinguish between explicit and implicit bias.
- Recognize the importance of being aware of implicit bias in leadership.
- Employ strategies to overcome or compensate for implicit preferences.
May 8-10, 2020 • Loews Philadelphia Hotel • Philadelphia, PA

The registration deadline for the early bird rate is April 6, 2019. 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 #

Registration Fees

<table>
<thead>
<tr>
<th></th>
<th>Early Bird By April 6</th>
<th>After April 6</th>
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<tbody>
<tr>
<td>SEA Member</td>
<td>$575.00</td>
<td>$675.00</td>
</tr>
<tr>
<td>Non-Member*</td>
<td>$825.00</td>
<td>$925.00</td>
</tr>
<tr>
<td>International Non-Member*</td>
<td>$605.00</td>
<td>$705.00</td>
</tr>
<tr>
<td>Emeritus Member</td>
<td>$225.00</td>
<td>$325.00</td>
</tr>
<tr>
<td>Resident, Fellow or Medical Student Member</td>
<td>$225.00</td>
<td>$325.00</td>
</tr>
<tr>
<td>Resident, Fellow or Medical Student Non-Member*</td>
<td>$240.00</td>
<td>$340.00</td>
</tr>
<tr>
<td>Chief Residents Leadership Conference</td>
<td>$250.00</td>
<td>$350.00</td>
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Total Fees Due to SEA:____________________

Cancellations received through April 6, 2020, will receive a full refund. Cancellations received from April 7, 2020 through April 27, 2020 will receive a refund of 60 percent. Refunds will not be given after April 27, 2020. 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.

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

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.

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.
Meeting Workshops

Friday, May 8 – Workshops

- Workshop A: How to Use Peer Coaching of Teaching Skills to Equally Develop Workforce Readiness, Advance Your Own Career, and Serve SEA
- Workshop B: Jumpstarting Academic Careers: A Workshop and Tools for Career Development in Anesthesiology
- Workshop C: Coaching for GME: What, Why, and How?
- Workshop D: How to Conceptualize, Develop, and Lead a Successful Workshop
- Workshop E: Unconscious Bias in the Workplace: How Do I Get Promoted?
- Workshop F: Remediating Struggling Doctors: What Works?

Saturday, May 9 – Workshops (Morning)

- Workshop A: Teaching Quality and Safety to Trainees: More Than Just Meeting ACGME Requirements
- Workshop B: Mentoring 101: Creating and Supporting a Productive Relationship
- Workshop C: How to Provide High Quality Peer Review for Educational Scholarship (And Learn Something in the Process!)
- Workshop D: “Burnout” in Rising Anesthesiologists: Defining the Problem and Potential Solutions
- Workshop E: Success in Starting a Career and Family
- Workshop F: Prep Your Residents and Fellows for Success – How to Develop and Run ABA-Style Practice OSCEs Today!

Saturday, May 9 – Workshops (Afternoon)

- Workshop A: Designing Your Teaching Portfolio - It’s Never too Early to Start!
- Workshop B: Simulation in Anesthesiology Training: Tools and Techniques for Improvement and Adaptation to Clinical Practice
- Workshop C: Designing Leadership Programming for Anesthesiology Trainees
- Workshop D: Board Certified in Professionalism: Strategies for Guiding Difficult Perioperative Conversations
- Workshop E: Person-Role: Keeping it Together in Difficult Situations
- Workshop F: Financial Literacy 101: Developing an Educational Plan for Anesthesia Trainees

Sunday, May 10 – Workshops

- Workshop A: Priority-Driven Wellness: How Software Engineering and a Fish Market Can Help to Minimize Burnout
- Workshop B: Cognitive Load Theory: The Missing Link in Our Instructional Strategies
- Workshop C: How is Your Categorical Intern Year Preparing Your Trainees for Anesthesia Practice?
- Workshop D: Nurturing Professional Identity Through Physician Confession Sessions – The Residents’ Perspective