SEA
SOCIETY FOR EDUCATION IN ANESTHESIA
Excellence in Patient Care Through Education

#SEA24Spring

Registration Brochure

SEA 2024 Spring Meeting

Science of Learning

April 19-21, 2024

Loews Philadelphia Hotel
Philadelphia, Pennsylvania

Jointly provided by the American Society of Anesthesiologists (ASA) and Society for Education in Anesthesia (SEA).

American Society of **Anesthesiologists**

SEA
SOCIETY FOR EDUCATION IN ANESTHESIA

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 to network, learn best practices in medical education, and to further the medical education of anesthesiologists.

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 2024 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 2024. Member registrants must have 2024 dues paid in order to receive the member discount. Registration for the meeting can be made through the SEA's website at www.SEAhq.org.

Early Registration Deadline
The early registration deadline for the meeting is March 19, 2024. Registrations received after March 19, 2024, 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.

Annual Meeting
The American Society of Anesthesiologists designates this live activity for a maximum of 14.75 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Idea Lab Workshop
The American Society of Anesthesiologists designates this live activity for a maximum of 1.75 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

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.

Disclosures
This activity's content is not related to products or services of an ACCME-defined ineligible entity; therefore, no one in control of content has a relevant financial relationship to disclose, and there is no potential for conflicts of interest.

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 office@seahq.org or (414) 389-8614.

Cancellation Policy
Cancellations received through March 19, 2024, will receive a full refund. Cancellations received from March 20, 2024, through March 31, 2024, will receive a refund of 60 percent. Refunds will not be given after March 31, 2024. 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:

- Share effective learning strategies with trainees.
- Describe how the basic science of memory affects learning in the perioperative environment.
- Deliver feedback in a way that optimizes learning.
- Apply the basic science of learning to research projects in anesthesia education.
- Advocate for a more effective, scientifically based learning environment at their institutions.

WORKSHOP PROGRAM OBJECTIVES

(Listed By Day)

Friday, April 19 | 9:45am – 11:15am
Workshop A: Debunked Learning Styles…Now What? Using Evidence-Based Instructional Practices to Support Learning
Fei Chen, PhD, MEd, MStat; Rachel Moquin, EdD, MA; Lara Zisblatt, EdD, MA, PMME; Amy Miller Juve, Ed.D, M.Ed.; Cullen Jackson, PhD

Objectives:
- Be able to describe the key concepts of evidence-based learning theories as well as their potential applications in medical education.
- Be able to design a sample instructional module or learning activity that incorporates elements of evidence-based learning theories.
- Be able to identify areas where evidence-based learning theories can be applied or misconceptions related to learning styles debunked.

Friday, April 19 | 9:45am – 11:15am
Workshop B: Ineffective Feedback as a Symptom of a Sick Culture: Role-Play Your Way to a Safe Learning Environment
Bryan Mahoney, MD; Olivia K. Kenwell, BFA; Apolonia E. Abramowicz, MD; Darryl Brown, MD

Objectives:
- List the elements of effective feedback.
- Recognize gossip in the workplace.
- Identify complaining behavior.
- Develop a system for relaying feedback to prevent gossip or complaining behavior.
- Foster a safe and constructive learning environment.

Friday, April 19 | 9:45am – 11:15am
Workshop C: Nice slideDECK!: Using Cognitive Load Theory, Multimedia Visual Design Principles, and Artificial Intelligence to make Stunning Presentations
Heather A. Ballard, MD, MS, FAAP; John D. Mitchell, MD; Mitchell Phillips, MD; Kristin Ondecko Ligda, MD, FASA; Marc Sherwin, MD; Anoop K. Chhina, MD

Objectives:
- Demonstrate how cognitive load theory can be used to promote learning by reducing extrinsic load.
- Apply multimedia design principles to improve slide deck organization and content.
- Generate AI images to add visual interest to presentations.

Friday, April 19 | 9:45am – 11:15am
Workshop D: Strategies for Academic Promotion: Create your Individualized Action Plan!
David A. Young, MD MEd MBA FASA; Tracey Straker, MD MS MPH CBA FASA; Carol Ann B. Diachun, MD, MSEd; Herodotos Ellinas, MD, MHPE

Objectives:
- Describe education-related activities that are generally valued in the academic promotion process.
- Identify institution-specific promotion criteria.
- Create a database for a Teaching Portfolio and other Portfolios (i.e. non-teaching activities).
- Discuss pitfalls to avoid in the promotion process.
- Identify how SEA can help towards your academic goals and promotion.

continued

Friday, April 19 | 9:45am – 11:15am
Workshop E: The Cognitive Science of Learning: Cognitive Skills for Cognitive Ills
Bridget M. Marroquin, MD, MSHPEd; Ihab R. Kamel, MD, MEHP, FASA; Melissa Davidson, MD, MHPE; Yuliana Salamanca-Padilla, MD

Objective:
- Differentiate the three components of cognitive load that impact working memory.

- Employ cognitive load theory to common educational encounters.

- Develop strategies to manage load and optimize learning.

Friday, April 19 | 9:45am – 11:15am
Workshop F: Training for Uncertainty: Science and Educational Strategies in Graduate Medical Education
Franklyn P. Cladis, MD, MBA, FAAP Stephanie Black, MD, EdM; Samuel D. Yanofsky, MD, MEd; Kristin Richards, MD

Objectives:
- Describe situations, thoughts, feelings, and actions associated with uncertainty.

- Utilize the Intolerance of Uncertainty Inventory to gain insight into their present level of insecurity.

- Identify the barriers that prevent trainees from tolerating uncertainty leading to a state of anxiety in their daily lives.

- Formulate individual and system strategies to teach coping skills to enhance the trainee's relationship with uncertainty to reduce stress and increase resilience.

Friday, April 19 | 3:00pm – 4:30pm
Workshop A: Cookie-Cutter Education is Crumby: Developing an Individualized Learning Plan to Close Knowledge Gaps
Michael W. Best, MD, FASA; Tram Duran, MD; Stan Alfaras, MD; Phillip S. Adams, DO, FASA

Objectives:
- Be able to describe and compare how declarative and procedural memory is formed and processed, including identification of key components of the brain.

- Be able to describe and compare spaced learning, retrieval practice, and interleaving study skills and understand how these principles reinforce memory formation and improved recall.

- Be able to use neurocognitive principles to develop a study plan that promotes active learning while avoiding "bad" study habits.

- Discuss strategies to assess learners abilities and skills to identify root cause of performance gaps as a means to individualize learning plans.

Friday, April 19 | 3:00pm – 4:30pm
Workshop B: Enhancing Formative Feedback in the Operating Room Using Simulation Debriefing Techniques to Promote Experiential Learning
Jeffrey Huang, MD, MS, CHSE; Lauren K. Licatino, MD; Garrett W. Burnett, MD; Marc Sherwin, MD; Elvera L. Baron, MD, PhD; Patrick Maffucci, MD, PhD

Objectives:
- Explain the 4 stages of Kolb's experiential learning cycle.

- Deliver formative feedback using the Plus-Delta debriefing technique.

- Furnish formative feedback using the Advocacy Inquiry debriefing technique.

Friday, April 19 | 3:00pm – 4:30pm
Workshop C: Faculty Development on the Fly: Using the Snippet Format
Mariel Manlapaz, MD; Amy Moore, MEd; Jennifer N. Katlen, MEd, MSN, APRN, ACNS-BC, CCRN, GERO-BC; Ye Rin Koh, MD

Objectives:
- Define the key components of a Snippet.

- Identify how a Snippet is able to provide residents development in clinical educator milestones as proposed by ACGME.

- Develop a Snippet that can be taken back to your own institution.

Friday, April 19 | 3:00pm – 4:30pm
Workshop D: Make Communication Technology Work for You: Optimize Email and Virtual Meeting Tools to Work Smarter, Not Harder
Bryan Mahoney, MD; Barbara Orlando, MD, PhD; David Stahl, MD; Dharti Patel, MD

Objectives:
- Understand the definition & recognize the importance of zero inbox concept.

- Recognize the difference between communication that requires a meeting vs in an asynchronous manner.

- Gain awareness of implications of how our approach to email and virtual meeting management your productivity and wellbeing.

- Propose interventions/changes (on individual & systems levels) to avoid having disorganized email and poorly planned virtual meetings.

- Identify strategies to apply interventions/changes to your own life & institution.

WORKSHOP PROGRAM OBJECTIVES

continued

Friday, April 19 | 3:00pm – 4:30pm
Workshop E: Revolutionizing Graduate Medical Education: Infusing the Science of Learning into the Fabric of Addressing Healthcare Disparities in Perioperative Medicine
Rena Gresh, C-TAGME; Kaitlyn Mitchell, MD; Imoh Z. Ikpot, MD; Shante White, MD; Jennifer Riche, MD, MS; Uzoamaka Odoemena, MD

Objectives:
- Create and utilize a Needs Assessment to identify gaps in knowledge surrounding the topic of SDoH, both specific to local programs and in areas where trainees might practice, post-graduation.
- Integrate Needs Assessment analytics into development of HCD curriculum content outline.
- Incorporate the theories of Distributed Practice Effect and Transfer of Learning into HCD curriculum development

Friday, April 19 | 3:00pm – 4:30pm
Workshop F: Scientific use of Peer Coaching to Promote your Career and your Colleagues
David A. Young, MD MEd MBA FASA; Tracey Straker, MD MS MPH CBA FASA; Carol Ann B. Diachun, MD, MSEd; Lisa Caplan, MD, FASA

Objectives:
- Identify the benefits to oneself and others from performing a Peer Coaching evaluation of teaching skills.
- Appreciate the professional advantages 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.

Friday, April 19 | 3:00pm – 4:30pm
Workshop G: Self-Determination Theory: Help your Learners Unlock the Drive Within
Wendy Nguyen, MD, MEd; Lisa Sun, MD; Elena H. Zupfer, MD, MBA; Amanda Dianne Saab, MD; Herodotos Ellinas, MD, MHPE; Megha Patel, MD

Objectives:
- Analyze the self-determination continuum to evaluate where a learner lies in terms of regulatory style, locus of causality, and regulatory process.
- Incorporate the 3 basic psychological needs necessary to promote intrinsic motivation in our everyday interactions with learners.
- Develop a comprehensive learning plan for a learner to improve motivation by addressing the three psychological needs.

Saturday, April 20, 2024 | 3:45pm – 5:15pm
Workshop A: Coaching through Change: Science, Sense and Sensibility
Karen J. Souter, MB BS FRCA MACM PCCCC; Lisa Caplan, MD, FASA; Danielle Saab, MD; Susan Smith, MD; Ike Eriator, MD MPH MBA

Objectives:
- Demonstrate basic coaching techniques: (Coach Toolkit).
- Discuss a key change models.
- In small groups, discuss how to identify where an individual is in the change processes using basic coaching techniques (Coaching presence, LPA).
- In small groups, demonstrate the use of basic coaching techniques (Level 3 listening, LPA, Powerful questions) to foster change and growth in a coachee.

Saturday, April 20, 2024 | 3:45pm – 5:15pm
Workshop B: Everyone, Yes, EVERYONE, Can Master That Skill! Teaching Techniques to Promote Mastery Learning
Erin Toaz, MD; K Karisa Walker, MD, MEd; Mali Hetmaniuk, MD; Heather A. Ballard, MD, MS, FAAP; Divya Dixit, MD; David A. Young, MD MEd MBA FASA

Objectives:
- Recognize the key components and philosophies of mastery learning.
- Describe evidence-based teaching techniques for acquisition of motor skills.
- Apply mastery-learning concepts to teaching ultrasound-guided vascular access skills.
- Conceptualize the application of mastery learning techniques for one's own curricula.

Saturday, April 20, 2024 | 3:45pm – 5:15pm
Workshop C: From 'Huh?' to 'Aha!': Polishing Your Educator Toolkit with Data Science Skills You Never Knew You Needed
Lawrence F. Chu, MD, MS (BCHM), MS (Epidemiology); Bhoumesh Patel, MD; Janak Chandrasoma, MD; Alex J. Goodell, MD; Viji Kurup, MD

Objectives:
- Data Analytics Process: Within the workshop duration, attendees will describe the sequential steps of data analytics—from data cleaning to basic statistical analysis—in the context of anesthesiology education, with their comprehension confirmed by a scenario-based evaluation.
- Data Visualization Creation: By the end of the workshop, participants will produce a data visualization reflecting anesthesiology educational metrics, with each visualization reviewed for clarity and relevance by workshop facilitators.
- Trend Analysis Competence: During the workshop, educators will demonstrate the ability to identify and present trends within an educational data set, culminating in a peer-assessed presentation to ensure comprehension and application skills.

WORKSHOP PROGRAM OBJECTIVES

continued

- Tool Proficiency: During the workshop, participants will develop the competency to utilize at least two different data analytics tools, with mastery measured by successfully completing facilitator-assessed hands-on exercises.

- Ethical Data Management: Within six weeks post-workshop, faculty members will integrate ethical data management practices into their teaching, with adherence confirmed by a follow-up compliance check showing a majority are observant of established ethical guidelines.

Saturday, April 20, 2024 | 3:45pm – 5:15pm
Workshop D: Making Numbers and Words from Surveys Count
Aileen M. Adriano, MD; Pedro Tanaka, MD

Objectives:
- Identify the structure, data sources, and metrics to build a meaningful scorecard."

- Recognize the needs and importance of a standardized report in data-driven decision making at the program, department, and institution level.

- Design a scorecard to the specific needs at participants' home institution and identify implementation strategies.

- Prioritize, establish a rationale, goals, and initiatives using qualitative data from surveys.

Saturday, April 20, 2024 | 3:45pm – 5:15pm
Workshop E: The Science of Learning: Updating your Passive Didactic Session to Facilitate Learning
Leila Zuo, MD; Titilopemi Aina-Jones, MD, MPH; Melanie Liu, MD; Vidya T. Raman, MD, MBA, FASA, FAAP; Mirjana Vustar, MD

Objectives:
- Compare and contrast passive vs. active learning.

- Identify 3 strategies to increase active learning in a large group setting.

- Practice at least one technique for active learning in large group setting.

- Apply at least two active learning teaching techniques to update a traditional lecture.

Saturday, April 20, 2024 | 3:45pm – 5:15pm
Workshop F: There is NOT an Imposter Among Us: Recognizing Self-Doubt and Arming Yourself against Saboteurs
Kristin Ondecko Ligda, MD, FASA; Danielle Zheng, MD, PhD; Lauren K. Licatino, MD - Mayo Clinic; Teeda Pinyavat, MD

Objectives:
- Define Imposter syndrome.

- Discuss the prevalence and impact of Imposter syndrome on healthcare professionals.

- Recognize the archetypes of Imposter syndrome and the saboteurs.

- Review strategies to mitigate and manage Imposter syndrome.

Saturday, April 20, 2024 | 3:45pm – 5:15pm
Workshop G: Utilizing the CV to Mitigate Bias in Academic Faculty Hiring
Laura M. Pinault, MD; Tracey Straker, MD MS MPH CBA FASA; Marie Angele Theard, MD

Objectives:
- Identify common areas in CVs where bias may occur.

- Employ strategies to mitigate bias when creating or revising your CV.

- Disseminate strategies to propagate allyship in faculty hiring processes at your institution.

PROGRAM SCHEDULE

FRIDAY, APRIL 19, 2024

Time	Event
6:30am – 4:00pm	**SEA Spring Meeting Registration**
7:00am – 8:00am	**Breakfast & Networking/Committee Roundtables**
8:00am – 8:30am	**Meeting Welcome** *Dante A. Cerza, MD, MACM (Co-Chair, 2024 Spring Meeting)* *Lauren Buhl, MD, PhD (Co-Chair, 2024 Spring Meeting)*
8:30am – 9:30am	**Keynote: Effective Learning Strategies: Strategies for Planning and Reinforcement of Learning** *Cynthia Nebel, PhD*
9:30am – 9:45am	**Coffee Break**
9:45am – 11:15am	**SEA Workshops – Set #1** *(Space is limited to 30 per workshop)* • **Workshop A:** Debunked Learning Styles…Now What? Using Evidence-Based Instructional Practices to Support Learning • **Workshop B:** Ineffective Feedback as a Symptom of a Sick Culture: Role-Play Your Way to a Safe Learning Environment • **Workshop C:** Nice slideDECK!: Using Cognitive Load Theory, Multimedia Visual Design Principles, and Artificial Intelligence to make Stunning Presentations • **Workshop D:** Strategies for Academic Promotion: Create your Individualized Action Plan! • **Workshop E:** The Cognitive Science of Learning: Cognitive Skills for Cognitive Ills • **Workshop F:** Training for Uncertainty: Science and Educational Strategies in Graduate Medical Education
11:15am – 11:30am	**Coffee Break**
11:30am – 12:30pm	**Keynote: The Science of Learning: Introducing Working Memory** *Andrew Watson, MA, EdM*
12:30pm – 1:45pm	**Membership Luncheon & Business Meeting** *Carol Ann B. Diachun, MD, MSEd*
1:45pm – 2:45pm	**Keynote: Effective Learning Strategies: Strategies for Development of Understanding** *Cynthia Nebel, PhD*
2:45pm – 3:00pm	**Coffee Break**
3:00pm – 4:30pm	**SEA Workshops – Set #2** *(Space is limited to 30 per workshop)* • **Workshop A:** Cookie-Cutter Education is Crumby: Developing an Individualized Learning Plan to Close Knowledge Gaps • **Workshop B:** Enhancing Formative Feedback in the Operating Room Using Simulation Debriefing Techniques to Promote Experiential Learning • **Workshop C:** Faculty Development on the Fly: Using the Snippet Format • **Workshop D:** Make Communication Technology Work for You: Optimize Email and Virtual Meeting Tools to Work Smarter, Not Harder • **Workshop E:** Revolutionizing Graduate Medical Education: Infusing the Science of Learning into the Fabric of Addressing Healthcare Disparities in Perioperative Medicine • **Workshop F:** Scientific use of Peer Coaching to Promote your Career and your Colleagues • **Workshop G:** Self-Determination Theory: Help your Learners Unlock the Drive Within
5:00pm	**Optional Evening Program: BalletX** *Attend a private performance at BalletX for a minimum $25 contribution to the SEAd Grant. Space is limited!*

SATURDAY, APRIL 20, 2024

Time	Event
6:30am – 4:30pm	**SEA Spring Meeting Registration**
7:00am – 8:15am	**Breakfast & Networking/Study Groups**
8:15am – 9:15am	**Keynote: How Learning Works: A Framework for Amplifying Our Impact** *John Almarode, PhD*
9:15am – 9:30am	**Coffee Break**
9:15am – 4:00pm	**Chief Leadership Course** *(For Chief Residents – Separate Agenda)*
9:30am – 11:00am	**Top Oral Abstract Presentations**
	Research Abstracts: Moderator: Fei Chen, PhD, MEd, MStat • **Development and Validation of a Simulation-Based Assessment Tool in Basic Transesophageal Echocardiography for Anesthesiology Residents** *Bhoumesh Patel, MD* • **Development of a New Peer Review Scoring Rubric for a National Organization's Innovative Curriculum Abstracts** *Melissa Davidson, MD, MHPE* • **Finding Their Place: Exploring Development of Belongingness in Anesthesiology Interns** *Nicholas Cormier, MD*
	Curriculum Abstracts: Moderator: Heather A. Ballard, MD, MS, FAAP • **Development of an Anesthesiology Clinician Educator Residency Track** *Rachel Moquin, EdD, MA* • **Development of An Online, Interactive Defibrillator Simulation for Advanced Cardiovascular Life Support Providers** *Michael Kazior, MD* • **Duke Anesthesiology Resident Health Equity Curriculum: improving awareness, knowledge, insight and resources for addressing healthcare disparities in the chronic pain clinic** *Danielle Isham, MD*
11:00am – 11:30am	**SEA-HVO Fellowships Presentation** *Jo Davies, MB, BS, FRCA; Odinakachukwu A. Ehie, MD*
11:30am – 1:15pm	**Idea Lab Lunchtime Breakouts** *Boxed Lunch Provided*
	Medical Student *Moderator: Michael P. Hofkamp, M.D.* *Heather A. Ballard, MD, MS, FAAP; Susie M. Martinelli, MD, FASA*
	Anatomy and Technology-Based Education *Moderator: David Stahl, MD* *Bryan Mahoney, MD; John D. Mitchell, MD; Sally A. Mitchell, EdD, MMSc*
	Professional Development *Moderator: Haobo Ma, MD MSc* *Titilopemi Aina-Jones, MD, MPH; Viji Kurup, MD; David A. Young, MD MEd MBA FASA*
	Research *Moderator: Rachel Moquin, EdD, MA* *Fei Chen, PhD, MEd, MStat; Tetsuro Sakai, MD, PhD, MHA, FASA*

PROGRAM SCHEDULE *continued*

SATURDAY, APRIL 20, 2024

Time	Event
1:15pm – 2:30pm	**Moderated Poster Session** *Moderators: Phillip S. Adams, DO, FASA; Marie L. DeRuyter, MD; Benjamin T. Houseman, MD, PhD, FASA; Jeffrey Huang, MD, MS, CHSE; Cullen Jackson, PhD; Shilpadevi Patil, MD, FASA; Bridget Pulos, MD; Pedro Tanaka, MD*
2:30pm – 3:30pm	**Keynote: How Feedback Works and How to Leverage Feedback for Better Learning** *John Almarode, PhD*
3:30pm – 3:45pm	**Coffee Break**
3:45pm – 5:15pm	**SEA Workshops – Set #3** *(Space is limited to 30 per workshop)* • **Workshop A:** Coaching through Change: Science, Sense and Sensibility • **Workshop B:** Everyone, Yes, EVERYONE, Can Master That Skill! Teaching Techniques to Promote Mastery Learning • **Workshop C:** From 'Huh?' to 'Aha!': Polishing Your Educator Toolkit with Data Science Skills You Never Knew You Needed • **Workshop D:** Making Numbers and Words from Surveys Count • **Workshop E:** The Science of Learning: Updating your Passive Didactic Session to Facilitate Learning • **Workshop F:** There is NOT an Imposter Among Us: Recognizing Self-Doubt and Arming Yourself against Saboteurs • **Workshop G:** Utilizing the CV to Mitigate Bias in Academic Faculty Hiring
5:30pm – 6:30pm	**President's Cocktail Hour & SEA Member Celebration**

SUNDAY, APRIL 21, 2024

Time	Event
7:00am – 8:00am	**Breakfast & Networking/Committee Roundtables**
8:00am – 8:15am	**Welcome** *Dante A. Cerza, MD, MACM (Co-Chair, 2024 Spring Meeting)* *Lauren Buhl, MD, PhD (Co-Chair, 2024 Spring Meeting)*
8:15am – 9:45am	**Using Simulation and Cognitive Interviewing to Assess Physician Performance and Decision-Making Panel** *Meredith Kingeter, MD; Tram Duran, MD; Megan Salwei; Matthew B. Weinger, MD, MS*
9:45am – 10:00am	**Coffee Break**
10:00am– 11:00am	**Keynote: The Science of Learning: Introducing Attention** *Andrew Watson, MA, EdM*
11:00am – 11:15am	**Break**
11:15am – 11:45am	**Award Presentations** **SEAd Grant** • *SEAd Grant Report 2021* - Gianluca Bertolizio, MD, FRCPC • *SEAd Grant Award 2024* • *Philip Liu Innovations in Anesthesia Education*
11:45am– 12:45pm	**Best of the Year** *Lara Zisblatt, EdD, MA, PMME; Fei Chen, PhD, MEd, MStat; Rachel Moquin, EdD, MA; Dawn Dillman, MD; Danielle Saab, MD*

KEYNOTE HIGHLIGHTS

FRIDAY, APRIL 19, 2024

8:30am – 9:30am
Keynote: Effective Learning Strategies: Strategies for Planning and Reinforcement of Learning
Cynthia Nebel, PhD

Learning Objectives:
- Describe the importance of evidence-based learning strategies.
- Identify and explain strategies for planning and reinforcing learning.
- Develop concrete plans to apply learning strategies to their instructional contexts.

11:30am – 12:30pm
Keynote: The Science of Learning: Introducing Working Memory
Andrew Watson, MA, EdM

1:45pm – 2:45pm
Keynote: Effective Learning Strategies: Strategies for Development of Understanding
Cynthia Nebel, PhD

Learning Objectives:
- Identify and explain strategies for developing learning.
- Develop concrete plans to apply learning strategies to their instructional contexts.
- Explain the impact of evidence-based strategies on working memory.
- Identify resources to learn more about evidence-based learning strategies.

SATURDAY, APRIL 20, 2024

8:15am – 9:15am
Keynote: How Learning Works: A Framework for Amplifying Our Impact
John Almarode, PhD

Learning Objectives:
- Describe the SOLO Taxonomy.
- Apply the SOLO Taxonomy to their Anesthesia Residents.
- Generate approaches for moving Residents forward in their learning journey.
- Evaluate their own teaching through the lens of the SOLO Taxonomy.

SUNDAY, APRIL 21, 2024

10:00am– 11:00am
Keynote: The Science of Learning: Introducing Attention
Andrew Watson, MA, EdM

2:30pm – 3:30pm
Keynote: How Feedback Works and How to Leverage Feedback for Better Learning
John Almarode, PhD

Learning Objectives:
- Describe key findings from the body of research on feedback.
- Identify the essential components for increasing the potential that feedback works.
- Apply these findings to support the giving, receiving, and integrating of feedback in their classroom or operating room.
- Explain the barriers to receiving and integrating feedback into "where we are going next."

PRESENTERS

John Almarode, PhD lives in Waynesboro, Virginia with his wife Danielle, a fellow educator, their two children, Tessa and Jackson, and Labrador retrievers, Bella, Dukes, and Ollie.

Outside of being a husband and father, John is a bestselling author and has worked with schools, classrooms, and teachers all over the world on the translation and application of the science of learning to the classroom, school, and home environments, and what works best in teaching and learning.

John is a Professor of Education in the College of Education at James Madison University. In 2015, John was awarded the inaugural Sarah Miller Luck Endowed Professorship. In 2021, John was honored with an Outstanding Faculty Award from the State Council for Higher Education in Virginia. Most recently, he was named a Madison Scholar in the College of Education. At James Madison University, he continues to work with pre-service teachers and graduate students, as well as actively pursues his research interests including the science of learning, the design and measurement of classroom environments that promote student engagement and learning.

John began his career in Augusta County, Virginia, teaching mathematics and science to a wide range of students. Since then, John has authored multiple articles, reports, book chapters, and over two dozen books. These books have now been translated into multiple languages.

John and his colleagues focus almost all of their attention on the process of implementation – taking evidence-based practices and moving them from intention to implementation, potential to impact.

Cynthia Nebel, PhD is the Director of Learning Services at St. Louis University School of Medicine. She has broad interests in applying the science of learning to educational contexts and has presented at numerous regional and national conferences in the US, as well as abroad at many schools and conferences of educators in the UK and Australia, and for corporate and government organizations. Dr. Nebel is passionate about promoting dialogue between researchers and practitioners as an active collaborator of The Learning Scientists.

Andrew Watson, MA, EdM Andrew C. Watson, MA, EdM, began teaching in 1988, studying psychology and neuroscience in 2008, and combining those interests in 2012.

Having taught high-school English for 20 years, Andrew now translates brain science for professors, teachers, students, administrators, and parents. As a consultant, he has partnered with schools and presented at conferences both nationally and internationally, focusing on memory, attention, and motivation. His goal: use research in cognitive psychology and neuroscience to make learning easier and teaching more effective.

Since 2016, Andrew has written and edited the Learning & the Brain blog. He has also written 3 books: The Goldilocks Map, Learning Begins, and Learning Grows.

PROGRAM PLANNING COMMITTEE

Lauren Buhl, MD, PhD
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HOTEL AND TRANSPORTATION INFORMATION

Loews Philadelphia Hotel
1200 Market Street
Philadelphia, PA 19107-3788
Phone: (215) 627-1200

Reservations start at $219/night. Reservation can be made online at https://www.loewshotels.com/philadelphia-hotel/group-2024-spring-annual-meeting

We recommend you make your accommodations as soon as possible to ensure a room at the Loews Philadelphia Hotel. Any unsold rooms after **March 19, 2024**, will be released to the general public.

Airport Transportation:
Philadelphia International Airport (PHL) is 12 miles from the hotel.

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

FUTURE SEA MEETINGS

2024 Fall Meeting
November 7, 2024
The Swissotel Chicago • Chicago, IL

2025 Workshop on Teaching
January 25-28, 2025
The Alfond Inn • Winter Park, FL

2025 Spring Meeting
April 4-6, 2025
AT&T Hotel and Conference Center
Austin, TX

LEADERSHIP PROGRAM FOR CHIEF RESIDENTS

SATURDAY, APRIL 20, 2024

Time	Event
7:00am – 9:00am	**Breakfast and Morning Keynote with Full Conference**
9:00am – 9:15am	**Break**
9:15am – 9:30am	**Welcome/House Rules***: Stacy L. Fairbanks, MD, Bridget M. Marroquin, MD, MHPE*
9:30am – 10:00am	**Meet your Neighbor / Introductions:** *Stacy L. Fairbanks, MD, Bridget M. Marroquin, MD, MHPE*
10:00am – 10:45am	**Promoting Empathetic Leadership in Your Role as Chief:** *Bridget M. Marroquin, MD, MHPE*
10:45am – 11:30am	**Leadership Primer:** *Stephen Kimatian, MD, FAAP*
11:30am – 12:15pm	**What to Expect:** *Melissa Davidson, MD, MHPE*
12:15pm – 1:00pm	**Networking Lunch**
1:00pm – 2:15pm	**Round Tables (Chief Residents Choose 3) - 25 Minutes Each**
	Managing Microaggressions: *Darryl Brown, MD, Isobel Pesola, MD*
	Double Jeopardy: Peer & Leader: *Stacy L. Fairbanks, MD*
	How Leaders Can Foster Wellness: *Bridget M. Marroquin, MD, MHPE*
	Negotiation: *Megha Patel, MD*
	Making a Leadership Plan: *Stephen Kimatian, MD, FAAP*
2:15pm – 2:30pm	**Break**
2:30pm – 3:00pm	**Communication Styles and Conflict Management:** *Stacy L. Fairbanks, MD; Bridget M. Marroquin, MD, MHPE; Melissa Davidson, MD, MHPE*
3:00pm – 3:45pm	**I Have a Dream***: Stacy L. Fairbanks, MD; Bridget M. Marroquin, MD, MHPE*
3:45pm – 4:00pm	**Wrap Up:** *Stacy L. Fairbanks, MD; Bridget M. Marroquin, MD, MHPE*