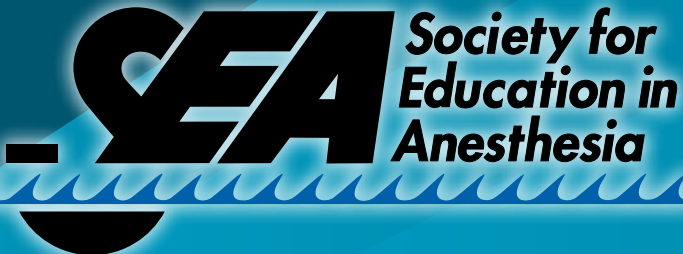


Jointly sponsored by the American Society of Anesthesiologists (ASA) and Society for Education in Anesthesia (SEA).



REGISTRATION BROCHURE

29th Spring Meeting

MAY 30 – JUNE 1, 2014 • HYATT REGENCY BOSTON – BOSTON, MA.



Program Information

Target Audience

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

About This Meeting

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

Registration

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

Registration Deadline

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

ACCME Accreditation and Designation Statements

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Society of Anesthesiologists and the Society for Education in Anesthesia. The American Society of Anesthesiologists is accredited by the ACCME to provide continuing medical education for physicians.

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

Commercial Support Acknowledgement

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

Disclaimer

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

Disclosure Policy

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

Conflict Resolution Statement

In accordance with the ACCME Standards for commercial support of CME, the American Society of Anesthesiologists and the Society for Education in Anesthesia has implemented mechanisms, prior to the planning and implementations of this CME activity, to identify and resolve conflicts of interest for all individuals in a position to control content of this CME activity.

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

Overall Learning Objectives

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

- Identify common mentoring misperceptions.
- Recognize the value in creating mentoring maps.
- Explain the traits of positive mentoring relationships.
- Examine ways to assist a mentoring relationship when things go wrong.
- Cite the effects of burnout on physician health and patient safety.
- Define "wellness" in terms of modifiable behaviors and attitudes.
- Recognize barriers to implementation of a Wellness Initiatives.
- Construct an outline for a Wellness Initiative to implement at the participant's home institution.
- Execute a microskills teaching session on a topic in anesthesia with a partner simulating a randomly assigned basic anesthesia topic with a CA-1 resident.
- Provide feedback to both a high performing and low performing resident with opportunity for receiving feedback on their feedback.
- Describe common themes in the evaluations of faculty with poor teaching evaluations.
- Discuss approaches to advising faculty how to improve their teaching evaluations.
- Compose a remediation plan for a faculty member with poor teaching evaluations, including use of internal and external resources.
- Identify the benefits from performing a teaching evaluation.
- Recognize how peer evaluations can be successfully utilized to improve future teaching activities.
- Utilize an effective documentation tool for performing a teaching evaluation.
- Demonstrate how to effectively deliver formative feedback after performing a teaching evaluation.

Workshop Program Objectives

Workshop: Anesthesia Professional with a Personality Disorder: A Threat to Safety and Productivity and How to Mitigate It

At the conclusion of the workshop, the attendee should be able to:

- Recognize, compare and contrast common personality disorders, and differentiate them from normal variation in communication styles.
- Evaluate when an individual with a disruptive behavior pattern may require counseling or dismissal.
- Intervene to mitigate the effects of dysfunctional behaviors, especially bullying, on the wellbeing of colleagues.
- Develop a “speed dial relationship” with a psychiatrist and justify an ethical approach to confidentiality governing such discussions.

Workshop: Developing Resident Remediation Strategies Following Poor Performance on a Training-Level Specific OSCE: How Do Faculty Develop Remediation Plans for Individual Residents With Poor Performance? How Do Faculty Develop and Determine the Pass/Fail Standards for an OSCE?

At the conclusion of the workshop, the attendee should be able to:

- Identify substandard performance on an OSCE
- Be able to tailor remediation plans to address specific resident performance deficiencies
- Describe the process to develop a passing score using a “modified Angoff method”
- List the criteria for judging test items on a performance-based exam

Workshop: You're the Mentor, I'm the Mentee - Making the Relationship Work

At the conclusion of the workshop, the attendee should be able to:

- Describe roles and desired characteristics of mentors, responsibilities and characteristics of successful mentees, and identify barriers to mentorship in academic medicine
- Demonstrate key aspects of effective mentoring, reflect on strategies to enhance a successful mentor-mentee relationship, and address pitfalls of unsuccessful mentoring relationships
- Create an individualized strategy to enhance professional networking, strategically select appropriate mentors and develop productive mentor-mentee relationships

Workshop: Effective Peer Teaching Evaluations - Learning How To Help Others

At the conclusion of the workshop, the attendee should be able to:

- Identify the benefits from performing a teaching evaluation including future opportunities at SEA.
- Recognize how peer evaluations can be successfully utilized to improve future teaching activities
- Utilize an effective documentation tool for performing a teaching evaluation
- Demonstrate how to effectively deliver formative feedback after performing a teaching evaluation

Workshop: Achieving More Life Balance with Effective Organization

At the conclusion of the workshop, the attendee should be able to:

- Increase awareness of developing organizational skills by applying a compare and contrast technique to ascertain the value of organizational skills.
- Identify the six perspectives of focus in order to prioritize work flow
- Identify decluttering strategies for the mind and workspace
- Identify strategies and electronic tools to work with available time efficiently
- Design their own organization workflow chart to enhance work/life balance

Workshop: Creating an OR Management Rotation in Your Program

At the conclusion of the workshop, the attendee should be able to:

- Develop a OR management/leadership elective for anesthesiology residents
- Identify the potential barriers to and resources for creating an OR Management/leadership elective.
- Build a framework, including milestones, to assess and provide feedback on the resident's non-technical skills.

Workshop Program Objectives

Workshop: Promoting Cultural Change By Developing & Promoting Faculty

At the conclusion of the workshop, the attendee should be able to:

- Create an analysis of driving and restraining forces to make a change in their department.
- Develop a plan to promote faculty development in their department.
- Apply a template to ascertain the goals for individual departmental and faculty career development.
- Create a program targeted and tailored to develop junior and mid-career faculty for their professional development

Workshop: Digital Literacy for Today's Anesthesia Educators

At the conclusion of the workshop, the attendee should be able to:

- Understand learning preferences of today's anesthesia learners, and challenges in anesthesia education that may be overcome with technology
- Compare and contrast anesthesia education technology strategies
- Apply principles of optimal technology use to anesthesia education

Workshop: Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching

At the conclusion of the workshop, the attendee should be able to:

- Understand microteaching skills for the OR and provide feedback.
- Develop a similar workshop at their home institution to promote faculty development of clinical teachers.

Workshop: Can Giving High-Quality Feedback Be Improved?

At the conclusion of the workshop, the attendee should be able to:

- Describe elements necessary for uncovering frames which drive performance
- Role-play giving feedback during a simulated clinical setting in which an error occurs
- Evaluate quality of role-play feedback using the FACE© (Feedback Assessment for Clinical Events) assessment tool, based on the DASH© (Debriefing Assessment for Simulation in Healthcare)

Workshop: Wellness Initiatives Tailored to Your Department - Ideas for Implementation

At the conclusion of the workshop, the attendee should be able to:

- Cite the effects of burnout on physician health and patient safety
- Define "wellness" in terms of modifiable behaviors and attitudes
- Examine barriers to implementation of a Wellness Initiative
- Construct an outline for a Wellness Initiative to implement at the participant's home institution

Workshop: Surpassing Barriers to Implementing Milestone Assessment

At the conclusion of the workshop, the attendee should be able to:

- Identify barriers to implementing milestones and their methods of assessment.
- Identify milestone assessment tools being used in the context of their barriers to implementation.
- Develop strategies for overcoming the identified barriers to assessment implementation.

Workshop: The Faculty Member with Poor Teaching Evaluations: What Can the Program Do?

At the conclusion of the workshop, the attendee should be able to:

- Describe common themes in the evaluations of faculty with poor teaching evaluations
- Discuss approaches to advising faculty how to improve their teaching evaluations
- Compose a remediation plan for a faculty member with poor teaching evaluations, including use of internal and external resources

Workshop: Program Director Roundtable

At the conclusion of the workshop, the attendee should be able to:

- Foster a sense of camaraderie amongst program directors.
- Encourage discussion about topics relevant to program directors in anesthesiology.
- Develop lasting mentoring relationships and peer support amongst program directors in anesthesiology.
- Create a network for mutual exchange of ideas amongst anesthesiology program directors.

Hotel and Transportation Information

Hotel and Transportation Information

HYATT REGENCY BOSTON

One Avenue de Lafayette
Boston, MA 02111
Phone: 617-912-1234
Fax: 617-451-2198
Website: <http://regencyboston.hyatt.com>

Online Reservations:

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

Transportation

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

Taxi: Approximately \$25 each way

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

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

Parking

**Parking Rates are Subject to Change*

Valet Parking:

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

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

Self-Parking:

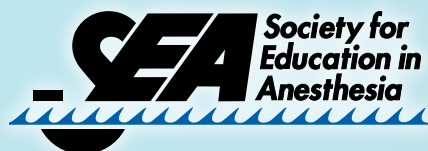
- 12-24 hours: \$36.00
- Hourly Public Parking is available in the Public Garage adjacent to the hotel.

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



2014 Fall Annual Meeting

October 10, 2014
JW Marriott
New Orleans, LA



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



2015 Spring Annual Meeting

April 23 – April 26, 2014
Seattle, WA

In conjunction with the Association for
Surgical Education Annual Meeting

Program Schedule

Thursday, May 29, 2014

Time	Event
7:00 am – 7:00 pm	SEA Spring Meeting Registration
9:00 am – 12:00 pm	MERC Workshop 1: Formulating Research Questions and Designing Studies <i>Judy Shea, PhD</i> Separate Registration & Fee for Attendance
12:00 pm – 1:00pm	Lunch On Your Own
1:00 pm – 4:00pm	MERC Workshop 2: Introduction to Qualitative Data Collection Methods <i>Judy Shea, PhD</i> Separate Registration & Fee for Attendance
6:30pm – 9:00pm	SEA Board of Directors Meeting

Friday, May 30, 2014

Time	Event
6:45 am – 5:00 pm	SEA Spring Meeting Registration
7:00 am – 8:00 am	Breakfast & Committee Roundtable Discussions
8:00 am – 8:15 am	Welcome and Announcements <i>Stephanie B. Jones, MD & John D. Mitchell, MD</i>
8:15 am – 9:15 am	General Session 1: Faculty Hour as a Model for Departmental Faculty Development <i>Brett Simon, MD, PhD</i>
9:15 am – 10:15 am	General Session 2: The Role of Hospital and Medical School Academies in Faculty Development: Venturing Beyond Your Department <i>Richard Schwartzstein, MD</i>
10:15 am – 10:30 am	Coffee Break & Moderated Poster Viewing
10:30 am – 12:00 pm	Workshops – Set 1 (<i>Space is limited to 30 per workshop</i>)

A.) Anesthesia Professional with a Personality Disorder: A Threat to Safety and Productivity and How to Mitigate It

Meir D. Chernofsky, MD; Jessica Bunin, MD; J. Thomas McLarney, Jr., MD; Gregory Rose, MD

B.) Developing Resident Remediation Strategies Following Poor Performance on a Training-Level Specific OSCE: How Do Faculty Develop Remediation Plans for Individual Residents With Poor Performance? How Do Faculty Develop and Determine the Pass/Fail Standards for an OSCE?

Richard P. Driver, Jr., MD; David Wilks, MD; Brian Grose, MD; Daniel "Chad" Sizemore, MD

C.) You're the Mentor, I'm the Mentee - Making the Relationship Work

Regina Y. Fragneto, MD; Cathleen Peterson-Layne, PhD, MD; Susan Dabu-Bondoc, MD; Amy DiLorenzo, M.A.

D.) Effective Peer Teaching Evaluations - Learning How To Help Others

Cathleen Peterson-Layne, PhD, MD; Carol Ann B. Diachun, MD; David A. Young, MD, MEd, MBA; Kokila N. Thenuwara, MD, MBBS, MME

E.) Achieving More Life Balance with Effective Organization

Gail I. Randel, MD; Kokila N. Thenuwara, MD, MBBS, MME; Kathy D. Schlecht, DO; Manisha S. Desai, MD; Amy E. Vinson, MD

F.) Creating an OR Management Rotation in Your Program

Mitchell H. Tsai, MD, MMM; Jane Easdown, MD; Melissa L. Davidson, MD

12:00 pm – 1:30 pm	Business Meeting & Luncheon
1:30 pm – 2:30pm	General Session 3: Assessing Learner Competence in the Workplace – Who Cares About Faculty? <i>Louis Pangaro, MD, MACP</i>

Friday continued on next page

Program Schedule

Friday, May 30, 2014 continued

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

A.) Promoting Cultural Change By Developing & Promoting Faculty <i>Manisha S. Desai, MD; Kathy D. Schlecht, DO; Gail I. Randel, MD</i>
B.) Digital Literacy for Today's Anesthesia Educators <i>Larry F. Chu, MD, MS; Reuben Eng, MD, FRCPC; Lynn K. Ngai; Matthew J. Erlendson; T. Kyle Harrison, MD</i>
C.) Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching <i>Lauren J. Fisher, DO; Cindy Ku, MD</i>
D.) Can Giving High-Quality Feedback Be Improved? <i>Rebecca D. Minehart, MD; Daniel B. Raemer, PhD; Jenny W. Rudolph, PhD; Laura K. Rock, MD; May C. Pian-Smith, MD, MS; Roy Phitayakorn, MD, MHPE; Marjorie Stiegler, MD; Andres T. Navedo-Rivera, MD</i>
E.) Effective Peer Teaching Evaluations - Learning How To Help Others <i>Cathleen Peterson-Layne, PhD, MD; Carol Ann B. Diachun, MD; David A. Young, MD, MEd, MBA; Kokila N. Thenuwara, MD, MBBS, MME</i>
F.) Wellness Initiatives Tailored to Your Department - Ideas for Implementation <i>Amy E. Vinson, MD; Gail I. Randel, MD; Haleh Saadat, MD</i>

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

Saturday, May 31, 2014

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

A.) A Simple Yet Powerful Tool: How to Create and Use Mentoring Maps to Assist in the Development of You, Your Mentees, and Your Department <i>Lawrence Tsen, MD</i>
B.) Digital Literacy for Today's Anesthesia Educators <i>Larry F. Chu, MD, MS; Reuben Eng, MD, FRCPC; Lynn K. Ngai; Matthew J. Erlendson; T. Kyle Harrison, MD</i>
C.) Surpassing Barriers to Implementing Milestone Assessment <i>J. Thomas McLarney, Jr., MD; Carol Ann B. Diachun, MD; Meir D. Chernofsky, MD</i>

Saturday continued on next page

Program Schedule

Saturday, May 31, 2014 continued

D.) The Faculty Member with Poor Teaching Evaluations: What Can the Program Do?

Manuel C. Pardo, Jr., MD; Kristina R. Sullivan, MD; Mark D. Rollins, MD, PhD

E.) Creating an OR Management Rotation in Your Program

Mitchell H. Tsai, MD, MMM; Jane Easdown, MD; Melissa L. Davidson, MD

F.) Program Director Roundtable

Karen J. Souter, MB, BS, FRCA

Time	Event
10:30 am – 11:00 am	Coffee Break & Moderated Poster Viewing
11:00 am – 12:00 pm	General Session 5: From Assessment Frameworks to Implementation: Addressing Challenges to Developing a Shared Mental Model of Success <i>Paul A. Hemmer, MD, MPH</i>
12:00 pm – 1:30 pm	Lunch on Your Own
1:30 pm – 2:05 pm	SEA/HVO <i>Joanna M. Davies, MB, BS, FRCA</i>
2:05 pm – 2:15 pm	Best of Posters Presentation <i>Franklyn P. Cladis, MD</i>
2:15 pm – 3:45 pm	General Session 6: Best Practices in Faculty Development Panel

After the Chair is Convinced: Getting Help as a New Director of Faculty Development

Scott D. Markowitz, MD, FAAP

Conducting Faculty Evaluations to Promote Faculty Development

Melissa L. Davidson, MD

Recognizing Faculty with Exemplary Achievements in Medical Education: Overview of the Baylor College of Medicine, Fulbright & Jaworski Faculty Excellence Awards

David A. Young, MD, MEd, MBA

Feedback: An Evolution

Stephanie B. Jones, MD

3:45 pm – 4:00 pm	Coffee Break & Moderated Poster Viewing
4:00 pm – 5:30 pm	Workshops – Set 4 (<i>Space is limited to 30 per workshop</i>)

A.) Anesthesia Professional with a Personality Disorder: A Threat to Safety and Productivity and How to Mitigate It

Meir D. Chernofsky, MD; Jessica Bunin, MD; J. Thomas McLarney, Jr., MD; Gregory Rose, MD

B.) You're the Mentor, I'm the Mentee - Making the Relationship Work

Regina Y. Fragneto, MD; Cathleen Peterson-Layne, PhD, MD; Susan Dabu-Bondoc, MD; Amy DiLorenzo, M.A.

C.) Surpassing Barriers to Implementing Milestone Assessment

J. Thomas McLarney, Jr., MD; Carol Ann B. Diachun, MD; Meir D. Chernofsky, MD

D.) The Faculty Member with Poor Teaching Evaluations: What Can the Program Do?

Manuel C. Pardo, Jr., MD; Kristina R. Sullivan, MD; Mark D. Rollins, MD, PhD

E.) Achieving More Life Balance with Effective Organization

Gail I. Randel, MD; Kokila N. Thenuwara, MD, MBBS, MME; Kathy D. Schlecht, DO; Manisha S. Desai, MD; Amy E. Vinson, MD

3:30 pm – 6:30 pm	MERC Workshop 4: Hypothesis Driven Research <i>Karen Richardson-Nassif, PhD</i> Separate Registration & Fee for Attendance
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Sunday on next page

Program Schedule

Sunday, June 1, 2014

Time	Event
7:00 am – 8:00 am	Breakfast & Committee Roundtable Discussions
8:00 am – 9:00 am	General Session 7: An Approach to Evaluation and Feedback Designed to Improve Performance <i>Keith H. Baker, MD, PhD</i>
8:00 am – 11:00 am	MERC Workshop 5: Questionnaire Design and Survey Research <i>Karen Richardson-Nassif, PhD</i> Separate Registration & Fee for Attendance
9:00 am – 10:00 am	General Session 8: Pro Con Debate: An Advanced Degree is Necessary to Become a Leader in Anesthesia Education. <i>Samuel D. Yanofsky, MD, MEd & Franklyn P. Cladis, MD</i>
10:00 am – 10:15 am	Coffee Break & Networking
10:15 am – 11:45 am	Workshops – Set 5 (<i>Space is limited to 30 per workshop</i>)

A.) Developing Resident Remediation Strategies Following Poor Performance on a Training-Level Specific OSCE: How Do Faculty Develop Remediation Plans for Individual Residents With Poor Performance? How Do Faculty Develop and Determine the Pass Fail Standards for an OSCE?

Richard P. Driver, Jr., MD; David Wilks, MD; Brian Grose, MD; Daniel "Chad" Sizemore, MD

B.) Toolbox for Faculty Development - Hands-on Skills Practice with Feedback and Microteaching

Lauren J. Fisher, DO; Cindy Ku, MD

C.) Can Giving High-Quality Feedback Be Improved?

Rebecca D. Minehart, MD; Daniel B. Raemer, PhD; Jenny W. Rudolph, PhD; Laura K. Rock, MD; May C. Pian-Smith, MD, MS; Roy Phitayakorn, MD, MHPE; Marjorie Stiegler, MD; Andres T. Navedo-Rivera, MD

D.) Wellness Initiatives Tailored to Your Department - Ideas for Implementation

Amy E. Vinson, MD; Gail I. Randel, MD; Haleh Saadat, MD

12:00 pm – 3:00 pm	MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity <i>Karen Richardson-Nassif, PhD</i> Separate Registration & Fee for Attendance
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Program Planning Committee

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Chicago, IL

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Burlington, VA

Laura K. Rock, MD
Instructor in Medicine, Harvard
Medical School
Beth Israel Deaconess Medical Center
Boston, MA

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San Francisco, CA

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

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

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Harvard Medical School
Chair, Department of Anesthesia,
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Baylor College of Medicine/Texas
Children's Hospital
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Medical Education Research Certificate (MERC) Program

Space is limited to 34 participants

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

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

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

MERC Workshop Schedule

Thursday, May 29, 2014

Time	Event
9:00 am – 12:00 pm	MERC Workshop 1: Formulating Research Questions and Designing Studies <i>Judy Shea, PhD</i>
1:00 pm – 4:00pm	MERC Workshop 2: Introduction to Qualitative Data Collection Methods <i>Judy Shea, PhD</i>

Friday, May 30, 2014

Time	Event
3:30 pm – 6:00 pm	MERC Workshop 3: Data Management and Preparing for Statistical Consultation <i>Judy Shea, PhD</i>

Saturday, May 31, 2014

Time	Event
3:30 pm – 6:30 pm	MERC Workshop 4: Hypothesis Driven Research <i>Karen Richardson-Nassif, PhD</i>

Sunday, June 1, 2014

Time	Event
8:00 am – 11:00 am	MERC Workshop 5: Questionnaire Design and Survey Research <i>Karen Richardson-Nassif, PhD</i>
12:00 pm – 3:00 pm	MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity <i>Karen Richardson-Nassif, PhD</i>



MERC Workshop Objectives

MERC Workshop 1: Formulating Research Questions and Designing Studies

In this workshop, participants will brainstorm research ideas, write, and refine a measurable research question. They will discuss when IRB approval is required for their study. The basics of research design will be discussed and applied to their selected research question.

Participants will be able to:

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

MERC Workshop 2: Introduction to Qualitative Data Collection Methods

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

After participating in this workshop, learners will be able to:

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

MERC Workshop 3: Data Management and Preparing for Statistical Consultation

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

At the end of the workshop the participants will be able to:

- Collect data;
- Set up data files;
- Enter data into data files;
- Check and clean data prior to analysis;
- Compare my sample to my population;
- Address statistical issues discussed during consultation with a statistician (e.g., Type i & ii errors, power, effect sizes).

MERC Workshop 4: Hypothesis Driven Research

Following completion of this workshop, attendees will be able to discuss:

- How to translate a research question into a hypothesis, and how to develop the null hypothesis;
- The steps in hypothesis testing;
- Type 1 and type 2 errors;
- Power, sample size, confidence interval, and statistical significance.

MERC Workshop 5: Questionnaire Design and Survey Research

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

Following participating in this workshop, learners will be able to:

- Design a blueprint for a survey/questionnaire appropriate to their own application;
- Construct and edit questions to avoid common problems in wording and framing;
- Select an appropriate response format from a menu of alternatives;
- Design the overall format of the survey/questionnaire to facilitate data management and analysis.

MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity

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

After participating in this workshop, learners will be able to:

- Identify three types of reliability (inter-rater, test-retest, and internal consistency);
- Match types of reliability with appropriate statistical measures;
- Describe the relationship between reliability and validity;
- Describe multiple forms of evidence for validity;
- Select an approach to reliability and validity assessment for a particular study.

Leadership Program for Chief and Senior Residents

Saturday, May 31, 2014

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

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

Chief Resident: What everyone expects

Melissa L. Davidson, MD

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

- Identify the multifactorial Anesthesiology program requirements and how they impact the chief resident's duties and responsibilities

Leadership Primer

Berend Mets, MB, ChB, PhD

Kathy D. Schlecht, DO

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

- Define leadership
- Distinguish between managing and leading
- Enumerate the challenges of leadership
- List character attributes of effective leaders

Colleagues in Trouble: Can you spot them?

Herodotos Ellinas, MD, FAAP/FACP

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

- Identify the major types of stressors for residents
- Describe difficulties in recognizing colleagues in distress
- Describe signs consistent with depression and impairment
- Outline optimal methods to approach colleagues in trouble
- Distinguish situations requiring professional counseling vs informal aid

Communication Skills

Kathy D. Schlecht, DO

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

- Identify their current communication styles and adapt their style to different situations to become more effective

Negotiation and Conflict Resolution

Herodotos Ellinas, MD, FAAP/FACP

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

- Define "crucial" conversations
- Identify modes for dealing with conflict
- Describe a strategy for managing conflict
- Discuss how to effectively communicate in today's electronic world

The Difficult Resident and Providing Feedback

J. Michael Vollers, MD

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

- Recognize the importance of feedback as a learning tool
- Demonstrate key strategies in providing feedback
- Practice delivering feedback for specific "problem residents" and to those residents working through the feedback scenarios

Ethics and Professionalism

Ira Todd Cohen, MD, MEd

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

- Define ethics and professionalism
- Explain ethical development
- Explore implications of developmental stages
- Apply ethical standards to clinical scenarios

Problem Sharing and Problem Solving

J. Thomas McLarney, Jr., MD

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

- Identify common encountered or anticipated issues

SEA 2014 Spring Annual Meeting Registration Form (Page 1)

May 29 – June 1, 2014 • Hyatt Regency Boston • Boston, Massachusetts

The registration deadline for the early bird rate is May 5, 2014. Individuals who wish to register after May 21 must do so on-site at the meeting and will be charged a higher fee. After your registration is processed, a confirmation email will be sent to the address listed on this form.

Please note this registration form is two pages.

*First Name			MI	*Last Name		
*Affiliation(s) and Degrees(s)				*Institution		
*Title			*Mailing Address			
*City			*State		*Zip Code	
*Daytime Phone				Fax		
*Email Address				ABA#		

***Required Information**

Registration Fees

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

Registration will close May 21, 2014.

You should plan to register on site after that date.

Registration Fee Subtotal: _____

MERC Fees Total (from page 2): _____

Total Fees Due to SEA: _____

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

Special Needs

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

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

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

Fax: (414) 276-7704

Or register online at
www.SEAhq.org

Questions? (414) 389-8614

Method of Payment

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

Credit Card Number _____ CVV Number _____ Exp. Date _____

Name on Card _____ Authorized Signature _____

Please select your Workshops on page 2 of the registration form.

SEA 2014 Spring Annual Meeting Registration Form (Page 2)

May 29 – June 1, 2014 • Hyatt Regency Boston • Boston, Massachusetts

Attendees may select one Workshop per session. Workshops will be assigned on a first-come, first-served basis and seating is limited as indicated.

*First Name _____ MI _____ *Last Name _____

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

Meeting Workshops

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

Friday, May 30, 10:30 am – 12:00 pm

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

Friday, May 30, 3:30 pm – 5:00 pm

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

Saturday, May 31, 9:00 am – 10:30 am

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

Saturday, May 31, 4:00 pm – 5:30 pm

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

Sunday, June 1, 10:15 am – 11:45 am

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

MERC Workshops

Space is limited to 34 participants.

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

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

Registration Fees

	Early Bird by May 5	May 6-21*	Onsite Fee
<input type="checkbox"/> MERC Workshops.....	\$500	\$550	\$600

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

MERC Workshop Schedule

Thursday, May 29, 2014

9:00 am – 12:00 pm

MERC Workshop 1: Formulating Research Questions and Designing Studies

1:00 pm – 4:00pm

MERC Workshop 2: Introduction to Qualitative Data Collection Methods

Friday, May 30, 2014

3:30 pm – 6:00 pm

MERC Workshop 3: Data Management and Preparing for Statistical Consultation

Saturday, May 31, 2014

3:30 pm – 6:30 pm

MERC Workshop 4: Hypothesis Driven Research

Sunday, June 1, 2014

8:00 am – 11:00 am

MERC Workshop 5: Questionnaire Design and Survey Research

12:00 pm – 3:00 pm

MERC Workshop 6: Measuring Educational Outcomes with Reliability and Validity