



SEA 31st Spring Meeting

*Quality and Safety Education
Program Implementation at the
Institutional Level*

June 3 – 5, 2016

*Lord Baltimore Hotel
Baltimore, Maryland*

REGISTRATION BROCHURE

American Society of
Anesthesiologists 

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



Register Online at www.SEAhq.org

Program Information

Target Audience

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

About This Meeting

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

Registration

Registration for the 2016 Spring Annual Meeting includes continental breakfast, coffee breaks, lunch, SEA's President's Reception, 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 2016. Member registrants must have 2016 dues paid in order to receive the member discount. Registration for the meeting can be made either by using the registration form in this brochure or through the SEA's Web site at www.SEAhq.org.

Registration Deadline

The registration deadline for the meeting is May 6, 2016. Registrations received after May 6, 2016, will be processed at a higher fee.

ACCME Accreditation and Designation Statements

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

The American Society of Anesthesiologists designates this live activity for a maximum of 16.75 *AMA PRA Category 1 Credits*[™]. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Disclaimer

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

Disclosure Policy

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

Special Needs

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

Cancellation Policy

Cancellations received through April 30, 2016, will receive a full refund. Cancellations received from May 1, 2016 through May 17, 2016 will receive a refund of 60 percent. Refunds will not be given after May 18, 2016. 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:

- Identify the components of a safety culture and how to create safety culture change in their home institution.
- Demonstrate how to develop a workable quality and safety education plan.
- Propose educational initiatives to create interdisciplinary and interprofessional quality and safety programs and measure their success.
- Discuss the components of the ABA staged examination system.
- Define OSCE and propose OSCE development for Milestones and preparation for the ABA Applied Examination.

Friday Workshops *(Listed Alphabetically)*

Applying Metacognitive Techniques to Anesthesia Education

Upon completion of this activity, learners will:

- Have learned the basics of Metacognition.
- Have used Metacognitive techniques in live education session to teach others.
- Have used Metacognitive techniques in live education session to teach others.

Cognitive Restructuring: Strategies for Overcoming Communication Barriers to Optimize Delivery of Collaborative and High Quality Patient Care

Upon completion of this activity, learners will:

- Identify common cognitive distortions that can lead to communication failure.
- Demonstrate approach to reframe cognitive errors resulting in positive communication.
- Exercise cognitive restructuring methodology to improve daily communication.

How to “Zoom” & Conduct “Hangouts”; Web Conferencing Apps to Enhance Learning

Upon completion of this activity, learners will:

- State the uses of Zoom and Google Hangouts web conferencing program.
- Use Zoom and Google Hangouts web conferencing software.
- Use Zoom and Google Hangouts web conferencing software in their teaching, administrative activities, and clinical care.

How to Run a Successful Workshop

Upon completion of this activity, learners will:

- Describe a framework for creating, managing and facilitating a workshop.
- In small groups, develop a sample workshop curriculum using knowledge gained from the above, utilizing a structured template intended to guide performance.
- Using report-outs from small groups, discuss strategies and pearls for running a highly successful workshop.

Implementation - Designing for Behavior Change

Upon completion of this activity, learners will:

- Be able to describe a comprehensive behavioral change framework.
- Be able to formulate an implementation strategy using the Behaviour Change Wheel.
- Create a series of interventions targeting a specific behavior using appropriate design principles.

Friday Workshops *(continued)*

Implementing a Root Cause Analysis Quality Conference at Your Institution

Upon completion of this activity, learners will:

- Be able to identify and apply the different parts of the RCA process.
- Be able to apply RCA technique to existing patient safety issues.
- Be able to apply the RCA technique to system issues.

Making Learning Stick: Using Spaced Repetition to Meet the Needs of Modern Residents

Upon completion of this activity, learners will:

- Describe the learning and cognitive science theories supporting the effectiveness of spaced repetition learning.
- Describe teaching techniques and educational tools that facilitate spaced repetition learning.
- Implement and evaluate changes to the educational experience for residents to improve long-term retention of medical knowledge.

Objective Structured Clinical Exams to Assess Resident Milestones

Upon completion of this activity, learners will:

- Select appropriate OSCEs for assessment of resident Milestones attainment.
- Select scoring tools and assessment practices appropriate for OSCEs.
- Analyze OSCE performance according to standardized scoring tools.

Peer Evaluation: Learn by Practicing

Upon completion of this activity, learners will:

- Recognize how peer evaluations can be successfully utilized to improve future teaching activities.
- Utilize an effective documentation tool for performing a teaching evaluation.
- Demonstrate how to effectively deliver formative feedback after performing a teaching evaluation.

Writing Abstracts 201: How to Make Your Education Research Abstract Stand Out From The Rest

Upon completion of this activity, learners will:

- Describe the different elements of education research abstracts.
- Differentiate between the necessary elements of quantitative and qualitative research abstracts.
- Review the grading criteria established by the SEA research committee.
- Evaluate written abstracts to determine if they incorporate these grading criteria.

Saturday Workshops *(Listed Alphabetically)*

Anti-Burnout: Quality and Mindfulness Go Hand-in-Hand

Upon completion of this activity, learners will:

- Describe the symptoms of burnout and recognize signs in self and others.
- Apply mindfulness to eating and understand the application to the operating room.
- Describe the benefits of appreciative inquiry and the problem with the negativity bias on a personal and systems level.

Cognitive Psychology and Behavior Change: Turning Good Intentions Into Effective Actions

Upon completion of this activity, learners will:

- Be able to describe the empirical effects and underlying psychological mechanisms of WOOP.
- Be able to use WOOP for their own personal or professional development goals.
- Make plans to implement WOOP with their own learners or colleagues.

Saturday Workshops *(continued)*

Do You Want to Improve Quality and Safety of Procedures Performed at Your Institute? This Session Could Help You

Upon completion of this activity, learners will:

- Describe the different types of procedure a novice has to learn during anesthesia training.
- Identify that there are more than one method of teaching procedural skills.
- Understand the novices can be trained to “proficient” level in procedural skills before performing procedure on the patients.

Improving Quality by Improving Clinical Feedback: Using the Feedback Assessment for Clinical Education (FACE) in Anesthesiology Training Programs

Upon completion of this activity, learners will:

- Identify priorities for clinical feedback.
- Demonstrate use of clinical feedback tool.
- Evaluate clinical feedback performance, identifying areas for improvement and repetition.

Learning Effective Disclosure Skills: Empathy, Apologies and Managing Responses in Adverse Events

Upon completion of this activity, learners will:

- Understand the difference between empathy and apology and the settings in which they are appropriate.
- Identify effective approaches to disclosure of adverse events.
- Apply disclosure skills to improve effective physician/patient communication regarding adverse events.

Optimizing the Clinical Anesthesia Year 0 Experience

Upon completion of this activity, learners will:

- 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.

PBLDs for Quality Projects: Learn One, Do One, Go Home and Teach One

Upon completion of this activity, learners will:

- Describe the basic principles of QPs.
- Obtain a technique for engaging learners in discussion about the creation of QPs.
- Identify areas where QPs can be initiated and sustained.

Remediation of the “Problem” Resident

Upon completion of this activity, learners will:

- Identify “problem” residents in need of remediation.
- Design a remediation plan that is specific to the learner’s areas of difficulty.
- Identify resources to assist in remediation of a “problem” resident.

The Quality Mandate: How to Design a Resident Rotation in Quality Improvement

Upon completion of this activity, learners will:

- Know how to organize and implement a comprehensive patient safety and quality improvement rotation experience into their residency programs.
- Be able to lead residents through the steps involved in a quality improvement project.
- Be able to document improvements in quality and patient safety in the specific areas for which they have led a project.

Using Game-Based Simulation to Facilitate Self-Reflection and Discussions on Teamwork

Upon completion of this activity, learners will:

- Describe how to apply knowledge of teamwork elements to assessing team performance.
- Apply observational and self-reflection practices to team performance assessment.

Sunday Workshops *(Listed Alphabetically)*

Cognitive Restructuring: Strategies for Overcoming Communication Barriers to Optimize Delivery of Collaborative and High Quality Patient Care

Upon completion of this activity, learners will:

- Identify common cognitive distortions that can lead to communication failure.
- Demonstrate approach to reframe cognitive errors resulting in positive communication.
- Exercise cognitive restructuring methodology to improve daily communication.

Cyber Security: Taking Technology Two Steps Further

Upon completion of this activity, learners will:

- Gain a basic understanding of cyber insecurity.
- Learn practical ways to improve online security passwords.
- Apply this information to protect personal identity as well as patient health information.

Making Learning Stick: Using Spaced Repetition to Meet the Needs of Modern Residents

Upon completion of this activity, learners will:

- Describe the learning and cognitive science theories supporting the effectiveness of spaced repetition learning.
- Describe teaching techniques and educational tools that facilitate spaced repetition learning.
- Implement and evaluate changes to the educational experience for residents to improve long-term retention of medical knowledge.

Objective Structured Clinical Exams to Assess Resident Milestones

Upon completion of this activity, learners will:

- Select appropriate OSCEs for assessment of resident Milestones attainment.
- Select scoring tools and assessment practices appropriate for OSCEs.
- Analyze OSCE performance according to standardized scoring tools.

The OSCE is Coming! Preparing Your Learners for the New Board Certification Requirements

Upon completion of this activity, learners will:

- Describe the processes of developing OSCE case materials and checklists/rating scales designed to assess specific learning objectives.
- Develop a sample OSCE case scenario and checklist in collaboration with a group of fellow educators.
- Define reliability and validity as applied to OSCE-based assessment.
- Participate in a sample process of rater training and calibration designed to improve reliability of assessment scores.

Program Schedule

Thursday, June 2, 2016

Time	Event
6:30pm – 9:00pm	SEA Board of Directors Meeting

Friday, June 3, 2016

Time	Event
6:30 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>Stephen Kimatian, MD – SEA President; Deborah Schwengel, MD – Spring Meeting Chair</i>
8:15 am – 8:25 am	Introductory Roast of Society President
8:25 am – 8:45 am	Presidential Address <i>Stephen Kimatian, MD – SEA President</i>
8:45 am – 10:00 am	General Session: Institutional Q&S Educational Programs – Creating By-In and Overcoming Barriers <i>TBA</i>
10:00 am – 10:30 am	Break
10:30 am – 12:00 pm	SEA Workshops – Set 1 <i>(Space is limited to 30 per workshop)</i>
	A.) Implementation - Designing for Behavior Change <i>Y. Melissa Chan, MD; Christine Park, MD, Meltem Yilmaz, MD; Rachel Roberts, MD</i>
	B.) Making Learning Stick: Using Spaced Repetition to Meet the Needs of Modern Residents <i>Larry Chu, MD; Karen Wang, MA; Janak Chandrasoma</i>
	C.) Cognitive Restructuring: Strategies for Overcoming Communication Barriers to Optimize Delivery of Collaborative and High Quality Patient Care <i>Haleh Saadat, MD; Michelle W. Diu, MD, FAAP; Greta Duncan Wiebe, MD; Andrea Dutoit, MD</i>
	D.) How to Run a Successful Workshop <i>Melissa Davidson, MD; Bridget Murphy Marroquin, MD</i>
	E.) Applying Metacognitive Techniques to Anesthesia Education <i>Sheldon Goldstein, MD; Tracey Straker, MD; Sujatha Ramachandran, MD; Michael Rufino, MD</i>
12:00 pm – 1:30 pm	Business Meeting & Luncheon
1:30 pm – 2:30 pm	Oral Abstract Presentations
2:30 pm – 3:00 pm	Moderated Poster Sessions
3:00 pm – 3:45 pm	General Session Panel: Teaching Leadership, Quality and Operating Room Management <i>Moderator: Richard Urman, MD, MBA</i> <i>Panelists: Steve Boggs, MD, MBA; Mitchell H. Tsai, MD, MMM</i>

Program Schedule

Friday, June 3, 2016 *(continued)*

Time	Event
3:45 pm – 5:15 pm	SEA Workshops – Set 2 <i>(Space is limited to 30 per workshop)</i>
	A.) Objective Structured Clinical Exams to Assess Resident Milestones <i>Annette Rebel, MD; Rob Isaak, DO; Stuart McGrane, MB ChB; Amy DiLorenzo, MA</i>
	B.) Peer Evaluation: Learn by Practicing <i>Cathleen Peterson-Layne, MD; Carol Diachun, MD, MEd, Tracey Straker, MD</i>
	C.) Implementing a Root Cause Analysis Quality Conference at Your Institution <i>Amie Hoefnagel, MD; Saurin Shah, MD; Kristen Vanderhoef, MD</i>
	D.) How to “Zoom” & Conduct “Hangouts”; Web Conferencing Apps to Enhance Learning <i>John P. Lawrence, MD, Med; Dustin Tsitouris, MD; John D. Mitchell, MD; Bryan Mahoney, MD</i>
	E.) Writing Abstracts 201: How to Make Your Education Research Abstract Stand Out From The Rest <i>Nina Deutsch, MD; Tetsuro Sakai, MD, PhD; Srijaya K. Reddy, MD, MBA; Maya Hastie, MD</i>
	F.) The History of Medicine Tour <i>Limited to 15. This is an offsite event. More details to be provided to those that register.</i>
5:30 pm – 6:45 pm	President’s Reception
7:00 pm	Dine Around

Saturday, June 4, 2016

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	Opening Remarks and Announcements <i>Deborah Schwengel, MD – Spring Meeting Chair</i>
8:00 am – 3:45 pm	SEA Leadership Program for Chief and Senior Residents <i>Separate Registration & Program</i>
8:00 am – 9:00 am	General Session: The Meaning and Application of Certification in the 21st Century <i>David G. Nichols, MD, MBA</i>
9:00 am – 9:45 am	General Session: Measuring & Evaluating QI Outcomes – What Metrics Should We Be Looking At? What Are the Barriers to Get it Done Properly? <i>Matt Austin, PhD</i>
9:45 am – 10:00 am	Coffee Break & Moderated Poster Viewing
10:00 am – 10:30 am	SEA/HVO <i>Joanna M. Davies, MB, BS, FRCA</i>
10:30 am – 11:00 am	Best of Abstract Awards

Program Schedule

Saturday, June 4, 2016 (continued)

Time	Event
11:00 am – 12:30 pm	Workshops – Set 3 <i>(Space is limited to 30 per workshop)</i>
	A.) Do You Want to Improve Quality and Safety of Procedures Performed at Your Institute? This Session Could Help You <i>Rana K. Latif, MD; Franklyn P. Cladis, MD, FAAP; Aurel Neamtu; Jerrad Robert Businger</i>
	B.) Improving Quality by Improving Clinical Feedback: Using the Feedback Assessment for Clinical Education (FACE) in Anesthesiology Training Programs <i>Rebecca D. Minehart, MD, MSHPEd; Rachel Onello, PhD, RN, CHSE, CNE, CNL; Suzanne Strom, MD; Y. Melissa Chan, MD; Jennifer R. Gastelum, MD</i>
	C.) Learning Effective Disclosure Skills: Empathy, Apologies and Managing Responses in Adverse Events <i>Kimberly Hanson, MD, PhD; Greta Duncan Wiebe, MD; Andrea Dutoit, MD</i>
	D.) Using Game-Based Simulation to Facilitate Self-Reflection and Discussions on Teamwork <i>Cullen Jackson, PhD; Cindy Ku, MD; John D. Mitchell, MD</i>
	E.) Anti-Burnout: Quality and Mindfulness Go Hand-in-Hand <i>Alison Brainard, MD; Norah Janosy, MD; Viji Kurup, MD</i>
12:30 pm – 2:00 pm	Lunch
2:00 pm – 2:45 pm	General Session: Interprofessional and Interdisciplinary Programs – What Makes Teams Fail? Interprofessional Communication. <i>Michael A. Rosen, PhD</i>
2:45 pm – 3:30 pm	General Session Panel: A Game, an App and an Incident Report for Safety Education <i>Moderator: Jessica Anne George, MD</i> <i>Panelists: Melinda D. Sawyer, MSN, RN, CNS-BC, Asad Latif, MD, MPH; Meir Chernovsky, MD</i>
3:30 pm – 5:00 pm	Workshops – Set 4 <i>(Space is limited to 30 per workshop)</i>
	A.) Cognitive Psychology and Behavior Change: Turning Good Intentions Into Effective Actions <i>Daniel Saddawi-Konefka, MD, MBA; Jenna Cottral, MD; Rebecca D. Minehart, MD, MSHPEd</i>
	B.) Remediation of the “Problem” Resident <i>Harendra Arora, MD; Jeffery Berger, MD; Samantha Meltzer-Brody, MD</i>
	C.) PBLDs for Quality Projects: Learn One, Do One, Go Home and Teach One <i>Tanya Lucas, MD; Karin Zuegge, MD; Michael C. Trawicki, MD; Jennifer Smith, MD</i>
	D.) Optimizing the Clinical Anesthesia Year 0 Experience <i>Barbara Orlando, MD; Bryan Mahoney, MD; Sujatha Ramachandran, MD; Michael Rufino, MD</i>
	E.) The Quality Mandate: How to Design a Resident Rotation in Quality Improvement <i>Brian J. Egan, MD, MPH; Sandra Curry, MD; Jonathan Hastie, MD</i>

Program Schedule

Sunday, June 5, 2016

Time	Event
8:00 am – 9:00 am	General Session: ABA OSCE Development – What Programs Need to Know <i>Ann E. Harman, PhD</i>
9:00 am – 10:30 am	Workshops – Set 5 <i>(Space is limited to 30 per workshop)</i>
	A.) Cyber Security: Taking Technology Two Steps Further <i>K. Annette Mizuguchi, MD, PhD, MMSc; Kristin Ondecko Ligda, MD; Swapna Chaudhuri, MD, PhD</i>
	B.) Making Learning Stick: Using Spaced Repetition to Meet the Needs of Modern Residents <i>Larry Chu, MD; Karen Wang, MA; Janak Chandrasoma</i>
	C.) Objective Structured Clinical Exams to Assess Resident Milestones <i>Annette Rebel, MD; Rob Isaak, DO; Stuart McGrane, MBChB; Amy DiLorenzo, MA</i>
	D.) Cognitive Restructuring: Strategies for Overcoming Communication Barriers to Optimize Delivery of Collaborative and High Quality Patient Care <i>Haleh Saadat, MD; Michelle W. Diu, MD, FAAP; Greta Duncan Wiebe, MD; Andrea Dutoit, MD</i>
	E.) The OSCE is Coming! Preparing Your Learners for the New Board Certification Requirements <i>Julianna Jung, MD; Sharon Bord, MD; Danelle Cayea, MD, MS; Teresa R. Johnson, PhD</i>
10:30 am – 11:00 am	Coffee Break
11:00 am – 12:00 pm	ARS Session: CLER Controversies, QI/Safety, Meeting Wrap Up

Program Planning Committee

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Hotel and Transportation Information

LORD BALTIMORE HOTEL

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Enter Group Code: 0616ANTSIA

Rates Start at \$179/Night and includes complimentary Internet access.

Group rate only valid through 5/3/16 based on availability.

Transportation

Light Rail: \$1.60 for 40 minute ride, drops off 3 blocks from the Lord Baltimore Hotel at University Center- Baltimore Street. For more information see <http://mta.maryland.gov/light-rail>

Taxi: +/- \$35 one way depending on driver and traffic.

Parking

**Parking Rates are Subject to Change*

Parking fees: \$31 + Baltimore City Tax of 20% for overnight guests per night per vehicle. Guests of the hotel have in and out privileges up to 4pm of their day of departure. Self-Parking is available at \$15 per day with no in and out privileges at the Hotel's parking garage located 1.5 blocks from the hotel entrance.

Join us at these future SEA Meetings



Leadership Program for Chief and Senior Residents

Saturday, June 4, 2016

*All Chief and Senior Residents should arrive on Friday evening, June 3. All attendees are asked to attend breakfast on Saturday, June 4 and network at the Chief and Senior Residents' table. Separate syllabus material will be given to attendees for this program.

Time	Event
7:00 am – 8:00 am	Breakfast with SEA Members
8:00 am – 8:15 am	Welcome/Introductions: <i>Herodotos Ellinas, M.D., FAAP, F.A.C.P.</i>
8:15 am – 9:00 am	What Everyone Expects: <i>Melissa Davidson, MD</i>
9:00 am – 9:45 am	Leadership Primer: <i>Stephen Kimatian, M.D.</i>
9:45 am – 10:00 am	Coffee Break
10:00 am – 10:45 am	Emotional Intelligence: <i>Ira Todd Cohen, MD, MEd, FAAP</i>
10:45 am – 11:45 am	The Difficult Resident and Providing Feedback: <i>J. Michael Vollers, MD</i>
11:45 am – 12:45 pm	Networking Lunch
12:45 pm – 3:15 pm	Roundtable Discussions
	Time Management: <i>Kathy D. Schlecht, DO</i>
	Conflict Negotiation: <i>Herodotos Ellinas, MD, FAAP, FACP</i>
	Identify Colleagues in Trouble: <i>J. Thomas McLarney Jr., MD</i>
	Ethics and Professionalism: <i>Ira Todd Cohen, MD, MEd, FAAP</i>
3:15 pm – 3:45 pm	Take Home Message: <i>Herodotos Ellinas, MD, FAAP, FACP</i>

Objectives

Chief Resident: What Everyone Expects

Melissa Davidson, MD

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

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

Leadership Primer

Stephen Kimatian, MD

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

- Define leadership
- Distinguish between managing and leading
- Enumerate the challenges of leadership
- List character attributes of effective leaders
- Reflect on the type of leadership style best suited to their program and an action plan that sets the groundwork for success

Emotional Intelligence

Ira Todd Cohen, MD, MEd, FAAP

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

- Compare emotional intelligence (EQ) to cognitive intelligence (IQ)
- Examine different EQ models
- Apply EQ principles

The 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

Roundtable Discussion: Time Management

Kathy D. Schlecht, DO

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

- Identify where time goes
- Determine if schedules reflect priorities
- Define mental clutter
- Create a plan to incorporate the 'ideal life' into every day

Roundtable Discussion: Conflict Resolution

Herodotos Ellinas, MD, 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

Roundtable Discussion: Identify Colleagues in Trouble

J. Thomas McLarney, Jr., M.D.

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

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

Roundtable Discussion: Ethics and Professionalism

Ira Todd Cohen, MD, MEd, FAAP

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

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

June 3 – 5, 2016 • Lord Baltimore Hotel • Baltimore, Maryland

The registration deadline for the early bird rate is May 18, 2016. Individuals who wish to register after June 1 must do so on-site at the meeting and will be charged a higher fee. After you registration is processed, a confirmation email will be sent to the address listed on this form.

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

**Required Information*

Registration Fees

	Early Bird by May 18	May 19 - June 1	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**	\$725	\$775	\$825
<i>**Includes active SEA membership dues for the remainder of 2016.</i>			
<input type="checkbox"/> Check here if you do not want to receive SEA membership.			
<input type="checkbox"/> Resident	\$225	\$275	\$325
<input type="checkbox"/> Senior and Chief Residents Leadership Conference+	\$225	\$275	\$325
<i>+Includes General Meeting Registration</i>			
<input type="checkbox"/> Education Coordinator/Administrator	\$450	\$500	\$550
<input type="checkbox"/> Anesthesiology Assistant.....	\$450	\$500	\$550
<input type="checkbox"/> Anesthesiology Assistant Student.....	\$225	\$275	\$325
<input type="checkbox"/> President's Reception Guest.....	\$25	\$25	\$25
<i>(Children Under 10 Free)</i>			
Total Fees Due to SEA: _____			

Cancellations received through April 30, 2016, will receive a full refund. Cancellations received from May 1, 2016 through May 17, 2016 will receive a refund of 60 percent. Refunds will not be given after May 18, 2016. Cancellation of a meeting registration must be submitted in writing. Refunds will be determined by date written cancellation is received at the SEA office in Milwaukee, WI.

Special Needs

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

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

SEA
6737 W Washington St, Suite 4210
Milwaukee, WI 53214

Fax: (414) 276-7704

Or register online at
www.SEAhq.org

Questions? (414) 389-8614

Method of Payment

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

Credit Card Number	CVV Number	Exp. Date
Name on Card		Authorized Signature

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

June 3 – 5, 2016 • Lord Baltimore Hotel • Baltimore, Maryland

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

*First Name	MI	*Last Name
*Affiliation(s) and Degrees(s)	*Institution	

Meeting Workshops

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

Friday, June 3, 2016 • 10:30 am – 12:00 pm

- A.) Implementation - Designing for Behavior Change
- B.) Making Learning Stick: Using Spaced Repetition to Meet the Needs of Modern Residents
- C.) Cognitive Restructuring: Strategies for Overcoming Communication Barriers to Optimize Delivery of Collaborative and High Quality Patient Care
- D.) How to Run a Successful Workshop
- E.) Applying Metacognitive Techniques to Anesthesia Education

Friday, June 3, 2016 • 3:45 pm – 5:15 pm

- A.) Objective Structured Clinical Exams to Assess Resident Milestones
- B.) Peer Evaluation: Learn by Practicing
- C.) Implementing a Root Cause Analysis Quality Conference at Your Institution
- D.) How to “Zoom” & Conduct “Hangouts”; Web Conferencing Apps to Enhance Learning
- E.) Writing Abstracts 201: How to Make Your Education Research Abstract Stand Out From The Rest
- F.) The History of Medicine Tour

Saturday, June 4, 2016 • 11:00 am – 12:30 pm

- A.) Do You Want to Improve Quality and Safety of Procedures Performed at Your Institute? This Session Could Help You
- B.) Improving Quality by Improving Clinical Feedback: Using the Feedback Assessment for Clinical Education (FACE) in Anesthesiology Training Programs
- C.) Learning Effective Disclosure Skills: Empathy, Apologies and Managing Responses in Adverse Events
- D.) Using Game-Based Simulation to Facilitate Self-Reflection and Discussions on Teamwork
- E.) Anti-Burnout: Quality and Mindfulness Go Hand-in-Hand

Saturday, June 4, 2016 • 3:30 pm – 5:00 pm

- A.) Cognitive Psychology and Behavior Change: Turning Good Intentions Into Effective Actions
- B.) Remediation of the “Problem” Resident
- C.) PBLDs for Quality Projects: Learn One, Do One, Go Home and Teach One
- D.) Optimizing the Clinical Anesthesia Year 0 Experience
- E.) The Quality Mandate: How to Design a Resident Rotation in Quality Improvement

Sunday, June 5, 2016 • 9:00 am – 10:30 am

- A.) Cyber Security: Taking Technology Two Steps Further
- B.) Making Learning Stick: Using Spaced Repetition to Meet the Needs of Modern Residents
- C.) Objective Structured Clinical Exams to Assess Resident Milestones
- D.) Cognitive Restructuring: Strategies for Overcoming Communication Barriers to Optimize Delivery of Collaborative and High Quality Patient Care
- E.) The OSCE is Coming! Preparing Your Learners for the New Board Certification Requirements