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

#SEA22Spring

Registration Brochure

SEA 2022 Spring Meeting

Innovation: A Renaissance of Training, Practice, and Mindset in Anesthesiology

April 8-10, 2022

The Westin Pittsburgh – Pittsburgh, Pennsylvania

Register Online at www.SEAhq.org

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

PROGRAM INFORMATION

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

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

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

Registration
Registration for the 2022 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 2022. Member registrants must have 2022 dues paid in order to receive the member discount. Registration for the meeting can be made either by using the registration form in this brochure or through the SEA's website at www.SEAhq.org.

Early Registration Deadline
The early registration deadline for the meeting is March 18, 2022. Registrations received after March 18, 2022, will be processed at a higher fee.

Accreditation and Designation Statements
This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Society of Anesthesiologists and the Society for Education in Anesthesia.

The American Society of Anesthesiologists is accredited by the ACCME to provide continuing medical education for physicians.

The American Society of Anesthesiologists designates this live activity for a maximum of 12.75 *AMA PRA Category 1 Credits™*. Physicians should only claim credit commensurate with the extent of their participation in the activity.

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 (414) 389-8614.

Cancellation Policy
Cancellations received through March 18, 2022, will receive a full refund. Cancellations received from March 19, 2022 through March 24, 2022 will receive a refund of 60 percent. Refunds will not be given after March 24, 2022. 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:

- Gain insight on the impact of new anesthesia practice and artificial intelligence on the anesthesia education.
- Reflect the past advancement of anesthesia education for the future changes of anesthesia education.
- Share educational research findings and innovative curriculum ideas among the anesthesiology educators.
- Gain foundation of improving current educational program through workshops.

WORKSHOP PROGRAM OBJECTIVES

(Listed Alphabetically)

Abstract to Publication – Turning your Education Projects into Publishable Scholarship
Lauren Buhl, MD, PhD; Viji Kurup, MD; Tetsuro Sakai, MD, PhD, MHA, FASA; Dante A. Cerza, MD, MACM

1. Name several journals that publish medical education scholarship relevant to anesthesiology.
2. Use institutional resources to conduct a thorough literature review in medical education.
3. Differentiate common methods to approach medical education research questions.
4. Formulate a high-quality research question that addresses a local issue in medical education.

Developing Learner-Centered Health Equity Education
Katie J. O'Conor, MD; Adam Laytin, MD, MPH; Crisanto Torres, MD; Serkan Toy, PhD; Michael Banks, MD, MEHP; Deborah Schwengel, MD, MEHP

1. Describe several fundamental concepts of health equity and ACCM-specific examples of health equity in practice, in the overall specialty and/or in their subspecialty, that would be relevant for use in an educational curriculum.
2. Identify an action plan (goals, potential challenges, strategies) for developing, right-sizing, and incorporating health equity curriculum into the existing learning structure for their target learner audience.
3. Identify several strategies for developing learner-centered content using dynamic educational formats.
4. Describe strategies for engaging and cultivating health equity educators within one's department.
5. Describe basic approaches to academic assessment of educational interventions in health equity.

Effective Formative Feedback Practices
Rachel Moquin, EdD, MA; Melissa Ehlers, MD; Reena Parikh, MD, MBA

1. Participants will understand key principles for delivering effective feedback.
2. Participants will consider ways to adapt effective feedback to individuals, factoring in resident perspectives.
3. Participants will create, deliver, and evaluate examples of effective feedback.
4. Participants will reflect on how their perspective on feedback has changed as a result of this practice.

Evolving with COVID – incorporating online learning into your teaching practice
Leila Zuo, MD; Dawn Dillman, MD; Amy Miller Juve, MEd, EdD; Steven Porter, MD

1. Discuss the adult learning theory behind the flipped classroom model.
2. Compare and contrast at least 3 online learning resources for anesthesiology.
3. Create a lesson plan and worksheet for converting a current traditional lecture brought to the session into a flipped classroom model, incorporating online learning resources.
4. List at least 3 techniques to increase active learning in a lecture setting.
5. Describe how to assess outcomes of changing to the flipped classroom model.

WORKSHOP PROGRAM OBJECTIVES

continued

From Ideas to Curricular Breakthroughs – Turning Inspiration into Impactful Scholarly Work
Dante A. Cerza, MD, MACM; Lauren Buhl, MD, PhD; Susan M. Martinelli, MD, FASA; John Mitchell, MD

1. Describe a strategy (Kern's 6 steps) for structured, methodical curricular development.
2. Describe strategies to perform the needs assessment (the gap between actual situation and ideal condition) as the first step in curricular development.
3. Describe methods to anticipate and address necessary resources, key stakeholders, and potential obstacles relevant to the implementation and completion of an educational intervention.
4. Identifying crucial questions to answer in developing a curriculum.
5. Identify means for sharing of scholarly work.

From Resistance to Resilience Mindset: Skills for Innovative Leadership
John Mitchell, MD; Balachundhar Subramaniam, MD, MPH; Tulsi Chase, EdM; Sepideh Hariri, PhD; Sugantha Sundar, MD

1. Apply evidence-based approaches/skills to effectively manage resistance and enhance creativity in your daily life and work.
2. Recognize relevant opportunities to utilize these approaches and skills in your professional and personal life and apply integration strategies to meaningfully embody a resilience mindset.
3. Formulate a plan to incorporate these approaches and resources at your own institutions and to improve your innovative leadership in your work with colleagues and patients.

The Gap Between What Should Be and What Is: Moral Distress and Burnout in Clinical Medicine
Lauren Lisann-Goldman, MD; Elvera Baron, MD, PhD, FASA, FASE; Bryan Mahoney, MD; Andrea Luncheon-Hillman, MD; Barbara Orlando, MD, PhD; Mada F. Helou, MD

1. Understand distinctions between moral distress and burnout.
2. Recognize how personal and systemic factors affect moral distress and burnout.
3. Describe empowering strategies for each member of the healthcare team to voice concerns and offer resolutions in the setting of morally problematic scenarios.
4. Summarize practical solutions for changing the culture surrounding moral distress and burnout in a health care setting.

Integrating Virtual Reality and Augmented Reality (XR) Into an Anesthesiology Curriculum
Garrett W. Burnett, MD; Daniel Katz, MD; Chang Park, MD; Robert Maniker, MD, MSc; Elvera L. Baron, MD, PhD, FASA, FASE

1. Be able to describe the various XR modalities available to the academic anesthesiologist, as well as the evidence to support these technologies.
2. Be able compare the benefits and drawbacks of XR following first-hand experiencing each modality.
3. Be able to identify successful methods to and barriers to the use of XR and the development of XR training content.
4. Be able to formulate an XR simulation scenario and develop an outline of necessary steps to complete this educational content.

Learn to use Peer Coaching of Teaching Skills to Innovate your Career and Serve SEA.
David A. Young, MD, MEd, MBA, FAAP, FASA, CHSE; Tracey Straker, MD, MS, MPH, CBA, FASA; Carol Ann Diachun, MD, MSEd; Lisa Caplan, MD

1. Identify the benefits to oneself and others from performing a Peer Coaching evaluation of teaching skills.
2. Appreciate the professional development benefits to oneself and the SEA membership from becoming a SEA Peer Coach.
3. Recognize advanced issues associated with performing a Peer Coaching evaluation of teaching skills.
4. Demonstrate the effective use of the SEA Peer Coaching Program Worksheet during two simulated teaching activities and to evaluate the delivery of this workshop.
5. Demonstrate effective delivery of formative feedback after performing a Peer Coaching evaluation of teaching skills.

The "One Minute Preceptor": A Framework for Making the Most Out of a Teachable Moment
Michael P. Hofkamp, MD; Dawn Dillman, MD; Nerlyne Jimenez, MD; Tina Tran, MD; Kristen Vanderhoef, MD

1. Describe the five micro skills of the one-minute preceptor model.
2. Practice the five micro skills of the one-minute preceptor model in a simulated intraoperative teaching scenario.
3. Implement the five micro skills of the one-minute preceptor model into your intraoperative teaching.

WORKSHOP PROGRAM OBJECTIVES

continued

Optimizing your virtual recruiting and interviewing process: From before interview season through match day
Bryan Mahoney, MD; A. Elisabeth Abramowicz, MD; Brittany Reardon, MD; John C. Rose, DO; Olivia K. Kenwell, BA

1. Identify the resources, platforms and methods available to optimize pre-interview forums and interview day formats in the post-COVID era.

2. Describe the strategies employed for virtual forums, pre-interview materials, and interview days.

3. Design a comprehensive approach for next interview season incorporating the best practices for virtual forums, pre-interview materials and interview day format for the next application cycle.

4. Create metrics to assess the effectiveness of proposed changes to virtual forums and interviews over the next year.

Priority-driven well-being: Mindset tools from software engineering and a fish market
Phillip S. Adams, DO, FASA; Kristin Ondecko-Ligda, MD, FASA; Stephen McHugh, MD, FASA

1. Apply the process of assigning priority/severity to their life items.

2. List the four Fish! principles and state the meaning of each.

3. Describe how they can implement the Fish! Philosophy to maximize meaningful time spent with every priority item.

Promoting Psychologically Safety in the Clinical Learning Environment: An essential framework for our renaissance in anesthesiology training
Franklyn P. Cladis, MD, FAAP; Samuel D. Yanofsky, MD, MSEd

1. Explore the importance of a psychologically safe clinical learning environment impacting anesthesia training.

2. Identify barriers to psychological safety in the clinical learning environment.

3. Develop a mini change plan to promote psychological safety utilizing specific educational elements enhancing a learner growth mindset.

Reflections of the wallflower: the roadblocks to overcome in women's success medicine via the educational pathway.
Vidya T. Raman, MD, MBA; Michelle M. Leriger, MD; Christina D. Diaz, MD, FASA, FAAP

1. The learner should know the different modalities to tap into (committees, hospital, panels).

2. The learners should understand how some women navigated the academic path via education to success and understand global versus individual barriers.

3. The leaner should learn various collaborations and networking that exist for success.

Standing in the Gap: Practical Tips to Navigate Generational Divide in Graduate Medical Education.
Elvera L. Baron, MD, PhD, FASA, FASE; Mada F. Helou, MD; Robert Owen, MD

1. Describe current generations working within medical education.

2. Identify the different learning and teaching styles in each generation.

3. Discuss practical tips to bridge generational gaps and create a more effective clinical learning environment.

Strategies to Improve the Diversity Recruitment Pool in Graduate Medical Education
Tracey Straker, MD, MS, MPH, CBA, FASA; Herodotos Ellinas, MD, MHPE; Marie Angele Theard, MD; Bryan Mahoney, MD; Isabel Pesola, MD; Darryl Brown, MD

1. Identify contributing factors to the lack of successful recruitment of URiM applicants (e.g., interviewer implicit bias, system bias, organizational pull).

2. Outline non-traditional criteria for recruitment (e.g., experiences, attributes vs USMLE scores, medical school grades).

3. Develop strategies in enhancing URiM recruitment (e.g., holistic interviews, targeted second look opportunities, deliberate.

4. Set objective metrics for success in URiM recruitment.

5. Implement a strategy of success for URIM residents.

Teaching & Modeling Trauma-Informed Care in ACCM
Katie J. O'Conor, MD

1. Describe trauma-informed care.

2. Identify settings and associated example cases where trauma-informed care may be utilized in ACCM clinical practice.

3. Demonstrate ability to implicitly and explicitly teach trauma-informed to learners, respectively via modeling of trauma-informed care behaviors and direct instructional guidance in a clinical setting.

Validated Analysis of the Resident Role: The KEY to Successful Recruitment and Selection
Amy Miller Juve, MEd, EdD; Elizabeth W. Duggan, MD, MA; Dawn Dillman, MD; Lara Zisblatt, EdD, MA, PMME; Brian Frost, PhD; Neil Morelli, PhD

1. Outline the key steps required to perform a validated job/role analysis.

2. Discuss the advantages of a validated job/role analysis compared to informal process including its application to selection assessment and competency evaluation.

3. Apply principal steps of job/role analysis to an anesthesiology residency program.

4. Construct a short plan to introduce and implement job/role analysis to an individual's institution.

PROGRAM SCHEDULE

FRIDAY, APRIL 8, 2022 *All times listed are in Eastern Time Zone.*

Time	Event
6:30am – 4:00pm	**SEA Spring Meeting Registration**
7:00am – 8:00am	**Breakfast & Committee Roundtable Discussions**
8:00am – 8:15am	**Welcome and Announcements** *Tetsuro Sakai, MD, PhD, MHA, FASA (Chair, 2022 Spring Meeting)* *Viji Kurup, MD (Co-Chair, 2022 Spring Meeting)* *Susan M. Martinelli, MD, FASA (Co-Chair, 2022 Spring Meeting)* *Phillip S. Adams, DO, FASA (Co-Chair, 2022 Spring Meeting; Chair, Social Program)*
8:15am – 9:00am	**Keynote: Future of Anesthesia Practice and its Implication in Anesthesia Education** *Moderator: David G. Metro, MD* *Aman Mahajan, MD, PhD, MBA*
9:00am – 9:15am	**Q&A**
9:15am – 9:30am	**Coffee Break**
9:30am – 10:00am	**Presidential Address** Introduction: *Karen J. Souter, MB, BS, FRCA, MACM, ACC* Stephanie B. Jones, MD, President, SEA
10:00am – 11:00am	**Panel-1: Artificial Intelligence and Anesthesia Education** *Moderator: Tetsuro Sakai, MD, PhD, MHA, FASA* *Daniel Hashimoto, MD, MS* *Daniel B. Jones, MD, MS*
11:00am – 12:00pm	**Moderated Poster Viewing**
12:00pm – 1:30pm	**Membership Luncheon & Business Meeting**
1:30pm – 2:30pm	**Top Oral Abstract Presentations**
	Research Abstracts: *Moderator: Lauren Buhl, MD, PhD* • Use of Simulation-based Mastery Learning Curriculum to Improve Breaking Bad News Skills Amongst Pediatric Anesthesiologists: A Pilot Study • Using electroencephalography to explore neurocognitive correlates of procedural proficiency: A pilot study to compare experts and novices during simulated endotracheal intubation. • Publication rate of abstracts presented at the Society for Education in Anesthesia Meetings in 2011 - 2019
	Curriculum Abstracts: *Moderator: Bridget M. Marroquin, MD* • Identification of 20 Topics to be Taught in an In-Person 4 Week Medical Student Anesthesia Elective: A Three Round Delphi Study • A game-based curriculum to teach intrahospital mass casualty response. • The Pittsburgh Innovation and Technology Track (PITTrack): An integrated innovation curriculum addressing barriers to physician-led innovation
2:30pm – 2:45pm	**Coffee Break & Poster Viewing**

FRIDAY, APRIL 8, 2022 *continued*

Time	Event
2:45pm – 4:15pm	**SEA Workshops – Set # 1** *(Space is limited to 30 per workshop)* • **Workshop A:** Learn to use Peer Coaching of Teaching Skills to Innovate your Career and Serve SEA. • **Workshop B:** Effective Formative Feedback Practices • **Workshop C:** Promoting Psychologically Safety in the Clinical Learning Environment: An essential framework for our renaissance in anesthesiology training • **Workshop D:** Priority-driven well-being: Mindset tools from software engineering and a fish market • **Workshop E:** Optimizing your virtual recruiting and interviewing process: From before interview season through match day • **Workshop F:** Standing in the Gap: Practical Tips to Navigate Generational Divide in Graduate Medical Education.
5:00pm – 6:00pm	**President's Reception and SEA Member Celebration** *(Included with your registration fee)*
6:00pm	**Dine Around** *Phillip S. Adams, DO, FASA*

SATURDAY, APRIL 9, 2022 *All times listed are in Eastern Time Zone.*

Time	Event
6:30am – 4:00pm	**SEA Spring Meeting Registration**
7:00am – 8:00am	**Breakfast & Committee Roundtable Discussions**
8:00am – 8:15am	**Welcome and Announcements** *Tetsuro Sakai, MD, PhD, MHA, FASA* *Phillip S. Adams, DO, FASA (Chair of Social Program)*
8:15am – 3:30pm	**Chief Leadership Course** *(For Chief Residents – Separate Agenda)*
8:15am – 9:00am	**Panel-2: Renaissance of Education: Learning from the Past** *Moderator: Susan M. Martinelli, MD, FASA* *Melissa L. Coleman, MD*
9:00am – 9:15am	**Q&A**
9:15am – 9:30am	**Coffee Break & Poster Viewing**

9:30am – 10:15am	**Award Presentations**
	SEAd Grant
	• *SEAd Grant Reports 2019-2021*
	  • Heather A. Ballard, MD (2019)
	  • Matthew Hirschfeld, MD, MEd (2020)
	  • Gianluca Bertolizio, MD, FRCPC (2021)
	• *SEAd Grant Award 2022*
	• *Philip Liu Innovations in Anesthesia Education*
	• *SEA/HVO Fellowships*

PROGRAM SCHEDULE

Time	Event
SATURDAY, APRIL 9, 2022 *continued*	
Time	Event
10:15am – 11:45am	**SEA Workshops – Set # 2** *(Space is limited to 30 per workshop)* • **Workshop A:** Strategies to Improve the Diversity Recruitment Pool in Graduate Medical Education • **Workshop B:** Integrating Virtual Reality and Augmented Reality (XR) Into an Anesthesiology Curriculum • **Workshop C:** Abstract to Publication – Turning your Education Projects into Publishable Scholarship • **Workshop D:** Validated Analysis of the Resident Role: The KEY to Successful Recruitment and Selection • **Workshop E:** Reflections of the wallflower: the roadblocks to overcome in women's success medicine via the educational pathway. • **Workshop F:** Teaching & Modeling Trauma-Informed Care in ACCM
11:45am – 12:30pm	**Panel-3: Introducing "Innovation" Curriculum in Your Residency** *Moderator: Phillip S. Adams, DO, FASA* *Philip Carullo, MD* *Sergio Hickey, MD* *Stephen Z. Frabitore, MD*
12:30pm – 2:00pm	**Lunch on Your Own**
2:00pm – 2:45pm	**Panel-4: How Patients Might Transform Anesthesia Education** *Moderator: Viji Kurup, MD* *Larry Chu, MD, MS(BCHM), MS(Epidemiology)* *Amy Price, MS, MA, DPhil*
2:45pm – 3:00pm	**Q&A**
3:00pm – 3:15pm	**Coffee Break & Poster Viewing**
3:15pm – 4:45pm	**SEA Workshops – Set # 3** *(Space is limited to 30 per workshop)* • **Workshop A:** The Gap Between What Should Be and What Is: Moral Distress and Burnout in Clinical Medicine • **Workshop B:** From Ideas to Curricular Breakthroughs – Turning Inspiration into Impactful Scholarly Work • **Workshop C:** None • **Workshop D:** Developing Learner-Centered Health Equity Education • **Workshop E:** The "One Minute Preceptor": A Framework for Making the Most Out of a Teachable Moment • **Workshop F:** Priority-driven well-being: Mindset tools from software engineering and a fish market
6:00pm	**Social Program** *(ticket event)* *Phillip S. Adams, DO, FASA*

SUNDAY, APRIL 10, 2022 *All times listed are in Eastern Time Zone.*

Time	Event
7:00am – 8:00am	**Breakfast & Committee Round Tables**
8:00am – 8:15am	**Morning Remarks and Announcements** *Tetsuro Sakai, MD, PhD, MHA, FASA* *Phillip S. Adams, DO, FASA (Chair, Social Program)*
8:15am – 9:15am	**Best of the Year** *Moderators: JEPM Editors* *Dawn Dillman, MD* *Amy Miller Juve, MEd, EdD* *Emily Peoples, MD* *Lara Zisblatt, EdD, MA, PMME*
9:15am – 9:30am	**Meeting Wrap Up** *Tetsuro Sakai, MD, PhD, MHA, FASA* *Viji Kurup, MD* *Phillip S. Adams, DO, FASA*
9:30am – 9:45am	**Coffee Break**
9:45am – 11:15am	**SEA Workshops – Set # 4** *(Space is limited to 30 per workshop)* • **Workshop A:** From Resistance to Resilience Mindset: Skills for Innovative Leadership • **Workshop B:** Strategies to Improve the Diversity Recruitment Pool in Graduate Medical Education • **Workshop C:** Evolving with COVID – incorporating online learning into your teaching practice • **Workshop D:** Effective Formative Feedback Practices

PROGRAM PLANNING COMMITTEE

Phillip S. Adams, DO, FASA
Co-Chair, 2022 Spring Meeting;
    Chair, Social Program
Assistant Professor
University of Pittsburgh School of
    Medicine
Pittsburgh, PA

**Adrian Hendrickse, BM, MMEd,
    FRCA**
Chair, Educational Meetings
Associate Professor, Director
    MOCA Simulation Program
Department of Anesthesiology,
    University of Colorado
Arvada, CO

Viji Kurup, MD
Co-Chair, Spring 2022 Meeting
Professor; Vice Chair for Medical
    Education
Yale New Haven Hospital
New Haven, CT

Beth L. Ladlie, MD, MPH
Residency Program Director
Mayo Clinic Florida
Jacksonville, FL

Susan M. Martinelli, MD, FASA
Co-Chair, 2022 Spring Meeting
Professor, Residency Program
    Director
The University of North Carolina at
    Chapel Hill
Chapel Hill, NC

**Annette Mizuguchi, MD, PhD,
    MSC**
Assistant Professor
Brigham and Women's Hospital
Boston, MA

**Kristin Ondecko Ligda, MD,
    FASA**
Chair Designee, Educational
    Meetings
Assistant Professor
University of Pittsburgh Medical
    Center
Pittsburgh, PA

Barbara Orlando, MD, PhD
Associate Professor; Chief of
    Obstetric Anesthesiology
University of Texas Health Science
    Center at Houston
Houston, TX

**Tetsuro Sakai, MD, PhD, MHA,
    FASA**
Chair, Spring 2022 Meeting
Professor
UPMC
Pittsburgh, PA

Kristen Vanderhoef, MD
Assistant Professor
University of Florida – Jacksonville
Saint Johns, FL

**David A. Young, MD, MEd, MBA,
    FAAP, FASA, CHSE**
Professor of Anesthesiology
Texas Children's Hospital/Baylor
    College of Medicine
Houston, TX

FACULTY

A. Elisabeth Abramowicz, MD
Professor, Residency Program
    Director
New York Medical College/
    Westchester Medical Center
Valhalla, NY

Phillip S. Adams, DO, FASA
Assistant Professor
University of Pittsburgh School of
    Medicine
Pittsburgh, PA

Heather A. Ballard, MD
Assistant Professor
Lurie Children's Hospital
Chicago, IL

Michael Banks, MD, MEHP
Vice Chair of Diversity and
    Inclusion, Assistant Professor
Johns Hopkins Medicine
Columbia, MD

**Elvera L. Baron, MD, PhD,
    FASA, FASE**
Associate Professor of
    Anesthesiology; Director
    Simulation Center
Case Western Reserve University
    SOM; Louis Stokes Cleveland
    VA Medical Center
Cleveland, OH

**Gianluca Bertolizio, MD,
    FRCPC**
Associate Professor
McGill University
Montreal, Quebec, Canada

Darryl Brown, MD
Mount Sinai West and Mount
    Sinai Morningside Hospitals,
    Icahn School of Medicine at
    Mount Sinai
New York, NY

Lauren Buhl, MD, PhD
Instructor in Anaesthesia at
    Harvard Medical School,
    Associate Residency Program
    Director for Depart
Beth Israel Deaconess Medical
    Center
Boston, MA

Garrett W. Burnett, MD
Assistant Professor
Icahn School of Medicine at
    Mount Sinai
New York, NY

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

Philip Carullo, MD
Assistant Professor of
    Anesthesiology and Critical
    Care Medicine
Johns Hopkins University School
    of Medicine
Pittsburgh, PA

Dante A. Cerza, MD, MACM
Chair Designee, Research
    Committee
Physician
Nemours Childrens Hospital
    Delaware
Wilmington, DE

Tulsi Chase, EdM
Head, Outreach and Education
Beth Israel Deaconess Medical
    Center
Boston, MA

**Larry Chu, MD, MS(BCHM), MS
    (Epidemiology)**
Professor of Anesthesiology
Stanford University School of
    Medicine
Stanford, CA

Franklyn P. Cladis, MD, FAAP
Professor of Clinical
    Anesthesiology and
    Perioperative Medicine
University of Pittsburgh School of
    Medicine
Pittsburgh, PA

Melissa L. Coleman, MD
Faculty
Penn State Hershey Medical
    Center
Hershey, PA

Carol Ann Diachun, MD, MSEd
Professor of Anesthesiology
Univ of Fl COM Jacksonville
Jacksonville, FL

**Christina D. Diaz, MD, FASA,
    FAAP**
Professor of Anesthesiology
Medical College of Wisconsin
Wauwatosa, WI

Dawn Dillman, MD
Clinical Professor
University of Iowa
Iowa City, IA

Elizabeth W. Duggan, MD, MA
Associate Professor
University of Alabama at
    Birmingham
Birmingham, AL

Melissa Ehlers, MD
Director of Anesthesiology
    Resident Education
Albany Medical College
Albany, NY

Herodotos Ellinas, MD, MHPE
Professor and Co-Director
    Collaboratories Kern Institute
Medical College of Wisconsin
Milwaukee, WI

Stacy L. Fairbanks, MD
Associate Professor of
    Anesthesiology
Core Residency Program Director
Medical College of Wisconsin
Milwaukee, WI

Stephen Z. Frabitore, MD
Resident Physician
Department of Anesthesiology
    and Perioperative Medicine,
    University of Pittsburgh Medical
    Center
Pittsburgh, PA

Brian Frost, PhD
Assistant Professor
University of Georgia
Athens, GA

Sepideh Hariri, PhD
Instructor
Harvard Medical School
Beth Israel Deaconess Medical
    Center
Boston, MA

Daniel Hashimoto, MD, MS
Flexible Endoscopy/Foregut Surgery
    Fellow
University Hospitals Cleveland
    Medical Center, Case Western
    Reserve School of Medicine
Cleveland, OH

Mada F. Helou, MD
Assistant Professor; Residency
    Program Director
University Hospitals Cleveland
    Medical Center
Lyndhurst, OH

Sergio Hickey, MD
Pain Medicine Fellow
University of Pittsburgh
Pittsburgh, PA

Matthew Hirschfeld, MD
Associate Professor
University of Rochester Medical
    Center
Rochester, NY

Michael P. Hofkamp, MD
Clinical Associate Professor
Baylor Scott & White Medical
    Center-Temple
Round Rock, TX

Nerlyne Jimenez, MD
Assistant Professor
Emory University
Atlanta, GA

Daniel B. Jones, MD, MS
Professor of Surgery
Harvard School of Medicine
Saratoga Springs, NY

Stephanie B. Jones, MD
Professor and Chair of
    Anesthesiology
Albany Medical College
Albany, NY

Daniel Katz, MD
Associate Professor
Icahn School of Medicine at
    Mount Sinai
New York, NY

Olivia K. Kenwell, BA
Residency Program Manager
Mount Sinai Morningside and
    West Hospitals
New York, NY

Viji Kurup, MD
Co-Chair, Spring 2022 Meeting
Professor; Vice Chair for Medical
    Education
Yale New Haven Hospital
New Haven, CT

Stephen J. Kimatian, MD, FAAP
Professor of Anesthesiology
Vice Chair of Pediatric
    Anesthesiology
Department of Anesthesiology
    and Pain Management, UT
    Southwestern
Anesthesiologist-In-Chief, Children's
    Health
President and Chair,
    Anesthesiologists for Children
Dallas, TX

Adam Laytin, MD, MPH
Assistant Professor
Johns Hopkins Medicine
Baltimore, MD

Michelle M. LeRiger, MD
Fellowship Director
Childrens Omaha
Omaha, NE

Lauren Lisann-Goldman, MD
Fellow
Montefiore Medical Center
New York, NY

Andrea Luncheon-Hillman, MD
Assistant Professor
    Anesthesiology; Critical Care
    Intensivist
Montefiore Medical Center
New York, NY

Aman Mahajan, MD, PhD, MBA
Professor and Chair
University of Pittsburgh Medical
    Center
Pittsburgh, PA

Bryan Mahoney, MD
Associate Professor; Vice Chair
    Education; Residency Program
    Director
Mount Sinai St Lukes and West
    Hospitals
New York, NY

Robert Maniker, MD, MSc
Associate Professor
Columbia University Vagelos
    College of Physicians and
    Surgeons
New York, NY

Bridget M. Marroquin, MD
Medical Clerkship Director
Larner College of Medicine at the
    University of Vermont
South Burlington, VT

Susan M. Martinelli, MD, FASA
Co-Chair, 2022 Spring Meeting
Professor, Residency Program
    Director
The University of North Carolina at
    Chapel Hill
Chapel Hill, NC

Stephen McHugh, MD, FASA
Assistant Professir
University of Pittsburgh School of
    Medicine
Pittsburgh, PA

J. Thomas McLarney, MD
Professor of Anesthesiology
Division Chief, Preoperative
    Assessment
University of Kentucky College of
    Medicine
Lexington, KY

David G. Metro, MD
Core Program Director
University of Pittsburgh School of
    Medicine
Pittsburgh, PA

Amy Miller Juve, MEd, EdD
Vice Chair of Education
Oregon Health & Science
    University
Portland, OR

John Mitchell, MD
Associate Professor Harvard
    Medical School
Beth Israel Deaconess Medical
    Center
Boston, MA

Rachel Moquin, EdD, MA
Director of Learning and
    Development
Washington University School of
    Medicine in St. Louis
St. Louis, MO

Neil Morelli, PhD
Assistant Professor
University of Georgia
Roswell, GA

Katie J. O'Conor, MD
Faculty
Johns Hopkins Medicine
Baltimore, MD

Kristin Ondecko-Ligda, MD, FASA
Assistant Professor
University of Pittsburgh School of Medicine
Mars, PA

Barbara Orlando, MD, PhD
Associate Professor; Chief of Obstetric Anesthesiology
University of Texas Health Science Center at Houston
Houston, TX

Robert Owen, MD
Fellow, Cardiothoracic Anesthesiology Program
Icahn School of Medicine at Mount Sinai
New York, NY

Reena Parikh, MD, MBA
Assistant Professor of Anesthesiology
Albany Medical College
Albany, NY

Chang Park, MD
Assistant Professor
Icahn School of Medicine at Mount Sinai
New York, NY

Emily Peoples, MD
Clinical Assistant Professor
University of Michigan
Ann Arbor, MI

Isabel Pesola, MD
Assistant Professor Anesthesiology
Montefiore Medical Center
New York, NY

Steven Porter, MD
Assistant Professor
Mayo Clinic
Jacksonville, FL

Amy Price, MS, MA, DPhil
Associate Director, Senior Research Scientist
Stanford University School of Medicine
Stanford, CA

Vidya T. Raman MD, MBA
Professor, Clinical
OSU
Columbus, OH

Brittany Reardon, MD
Assistant Professor, Associate Program Director
Mount Sinai Morningside and West Hospitals
New York, NY

John C. Rose, DO
Assistant Professor, Associate Program Director
Mount Sinai Morningside and West Hospitals
New York, NY

Tetsuro Sakai, MD, PhD, MHA, FASA
Chair, Spring 2022 Meeting; Chair, Spring 2022 Research Committee
Professor
UPMC
Pittsburgh, PA

Deborah A. Schwengel, MD, MEHP
Associate Professor of Anesthesiology, Critical Care Medicine and Pediatrics
Johns Hopkins School of Medicine
Lutherville-Timonium, MD

Karen J. Souter, MB, BS, FRCA, MACM, ACC
Faculty
University of Washington
Seattle, WA

Emily Stebbins, MD
Associate Professor
University of Vermont Medical Center
Burlington, VT

Tracey Straker, MD, MS, MPH, CBA, FASA
Professor Anesthesiology
Montefiore Medical Center
Yonkers, NY

Balachundhar Subramaniam, MD, MPH
Professor of Anesthesiology
Harvard Medical School
Boston, MA

Sugantha Sundar, MD
Assistant Professor and Director, CME
Harvard Medical School
Boston, MA

Marie Angele Theard, MD
Associate Professor Anesthesiology
Oregon Health & Science University
Portland, OR

Crisanto Torres, MD
Fellow
Johns Hopkins Medicine
Baltimore, MD

Serkan Toy, PhD
Assistant Professor of Anesthesiology
Johns Hopkins School of Medicine
Lutherville Timonium, MD

Tina Tran, MD
Assistant Professor
Johns Hopkins University
Fulton, MD

Kristen Vanderhoef, MD
Assistant Professor
University of Florida-Jacksonville
Saint Johns, FL

Samuel D. Yanofsky, MD, MSEd
Professor of Clinical Anesthesiology and Medical Education
University of Southern California Keck School of Medicine
West Hollywood, CA

David A. Young, MD, MEd, MBA, FAAP, FASA, CHSE
Professor of Anesthesiology
Texas Children's Hospital/Baylor College of Medicine
Houston, TX

Lara Zisblatt, EdD, MA, PMME
Education Specialist
University of Michigan
Ann Arbor, MI

Leila Zuo, MD
Associate Program Director, Assistant Professor
Oregon Health & Science University
Portland, OR

STAFF

Andrew Bronson, CAE
Executive Director
Society for Education in Anesthesia
Milwaukee, WI

Morgan Healey
Coordinator
Society for Education in Anesthesia
Milwaukee, WI

Megan Sage
Coordinator
Society for Education in Anesthesia
Milwaukee, WI

HOTEL AND TRANSPORTATION INFORMATION

The Westin Pittsburgh
1000 Penn Ave
Pittsburgh, PA 15222
Phone: 412-281-3700
https://www.marriott.com/en-us/hotels/pitwi-the-westin-pittsburgh/overview/

Reservations start at $179/night. Reservation can be made online at
https://www.marriott.com/event-reservations/reservation-link.mi?id=1642182824321&key=GRP&app=resvlink

We recommend you make your accommodations as soon as possible to ensure a room at the Loews Philadelphia Hotel. Any unsold rooms after **March 17, 2022** will be released to the general public.

Airport Transportation:
Pittsburgh International Airport is 18 miles from the hotel.

Visit https://flypittsburgh.com/ for details on parking, amenities, flight status, terminal maps and more for the Pittsburgh International Airport.

See the transportation via shuttle here: https://www.supershuttle.com/, there are also cabs and ridesharing services (Lyft and Uber) from the airport.

FUTURE SEA MEETINGS

2022 Fall Meeting
November 10, 2022
Swissotel Chicago • Chicago, IL

2023 Workshop on Teaching
January 28-31, 2023
The Alfond Inn • Winter Park, FL

2023 Spring Meeting
April 14-16, 2023
Grand Hyatt Seattle • Seattle, WA

LEADERSHIP PROGRAM FOR CHIEF RESIDENTS

SATURDAY, APRIL 9, 2022

Time	Event
8:15am – 8:30am	**Welcome / House Rules:** *Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD*
8:30am – 9:00am	**Meet Your Neighbor / Introductions:** *Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD*
9:00am – 9:45am	**What to Expect?:** *Stacy L. Fairbanks, MD*
9:45am – 10:30am	**Leadership Primer:** *Stephen J. Kimatian, MD, FAAP*
10:30am – 10:45am	**Break**
10:45am – 11:30am	**Feedback / Practice (3 Sessions):** *Emily Stebbins, MD & Bridget M. Marroquin, MD*
11:30am – 12:00pm	**Colleagues in Trouble:** *Stacy L. Fairbanks, MD & J. Thomas McLarney, MD*
12:00pm – 12:45pm	**Networking Lunch**
12:45pm – 1:30pm	**Empathy Toy:** *Bridget M. Marroquin, MD*
1:30pm – 1:45pm	**Break**
1:45pm – 3:00pm	**Round Tables (Chief Residents Choose 3) - 25 Minutes Each**
	1: How to Keep Your Bank Account Healthy and Your Wallet Safe: *Emily Stebbins, MD*
	2: Managing Microaggressions: *Herodotos Ellinas, MD, MHPE & Marie Angele Theard, MD*
	3: Reflecting on Leadership: What's my Plan?: *Stephen J. Kimatian, MD, FAAP*
	4: Double Jeopardy: Peer & Leader: *Stacy L. Fairbanks, MD*
	5: How Leaders Can Foster Wellness: *Bridget M. Marroquin, MD*
3:00pm – 3:30pm	**Wrap Up:** *Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD*

REGISTRATION FORM

SEA 2022 Spring Meeting - April 8-10, 2022 • The Westin Pittsburgh • Pittsburgh, PA

The registration deadline for the early bird rate is March 8, 2022.
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 March 18	After March 18
❏ SEA Member	$575.00	$675.00
❏ Non-Member*	$825.00	$925.00
❏ International Non-Member*	$605.00	$705.00
❏ Emeritus Member	$225.00	$325.00
❏ Resident, Fellow or Medical Student Member	$225.00	$325.00
❏ Resident, Fellow or Medical Student Non-Member*	$240.00	$340.00

Total Fees Due to SEA:_____

Cancellations received through March 18, 2022 will receive a full refund. Cancellations received from March 19, 2022 through March 24, 2022 will receive a refund of 60 percent. Refunds will not be given after March 24, 2022. 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 special needs for attending this meeting.
If so, please contact SEA at (414) 389-8614.

Method of Payment

❏ **Check** *(made payable to Society for Education in Anesthesia and must be in U.S. funds drawn from a U.S. bank)*

❏ **Visa**   ❏ **MasterCard**   ❏ **Discover**   ❏ **American Express**

Credit Card Number   CVV Number   Exp. Date

Name on Card

Authorized Signature

Please 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

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

SEA 2022 Spring Meeting - April 8-10, 2022 • The Westin Pittsburgh • Pittsburgh, PA

_____

*First Name   MI   *Last Name

_____

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

Virtual Workshops (Maximum Selection of 4):

Friday, April 8 – Workshops

- ❑ **Workshop A:** Learn to use Peer Coaching of Teaching Skills to Innovate your Career and Serve SEA.
- ❑ **Workshop B:** Effective Formative Feedback Practices
- ❑ **Workshop C:** Promoting Psychologically Safety in the Clinical Learning Environment: An essential framework for our renaissance in anesthesiology training
- ❑ **Workshop D:** Priority-driven well-being: Mindset tools from software engineering and a fish market
- ❑ **Workshop E:** Optimizing your virtual recruiting and interviewing process: From before interview season through match day
- ❑ **Workshop F:** Standing in the Gap: Practical Tips to Navigate Generational Divide in Graduate Medical Education.

Saturday, April 9 – Workshops (Morning)

- ❑ **Workshop A:** Strategies to Improve the Diversity Recruitment Pool in Graduate Medical Education
- ❑ **Workshop B:** Integrating Virtual Reality and Augmented Reality (XR) Into an Anesthesiology Curriculum
- ❑ **Workshop C:** Abstract to Publication – Turning your Education Projects into Publishable Scholarship
- ❑ **Workshop D:** Validated Analysis of the Resident Role: The KEY to Successful Recruitment and Selection
- ❑ **Workshop E:** Reflections of the wallflower: the roadblocks to overcome in women's success medicine via the educational pathway
- ❑ **Workshop F:** Teaching & Modeling Trauma-Informed Care in ACCM

Saturday, April 9 – Workshops (Afternoon)

- ❑ **Workshop A:** The Gap Between What Should Be and What Is: Moral Distress and Burnout in Clinical Medicine
- ❑ **Workshop B:** From Ideas to Curricular Breakthroughs – Turning Inspiration into Impactful Scholarly Work
- ❑ **Workshop C:** TBD
- ❑ **Workshop D:** Developing Learner-Centered Health Equity Education
- ❑ **Workshop E:** The "One Minute Preceptor": A Framework for Making the Most Out of a Teachable Moment
- ❑ **Workshop F:** Priority-driven well-being: Mindset tools from software engineering and a fish market

Sunday, April 10 – Workshops

- ❑ **Workshop A:** From Resistance to Resilience Mindset: Skills for Innovative Leadership
- ❑ **Workshop B:** Strategies to Improve the Diversity Recruitment Pool in Graduate Medical Education
- ❑ **Workshop C:** Evolving with COVID – incorporating online learning into your teaching practice
- ❑ **Workshop D:** Effective Formative Feedback Practices