



## Holly Caretta-Weyer

Clinical Professor, Emergency Medicine

### CLINICAL OFFICE (PRIMARY)

- **Stanford Dept of Emergency Medicine**

900 Welch Rd Ste 350

MC 5768

Stanford, CA 94305

**Tel** (650) 723-6576      **Fax** (650) 723-0121

### Bio

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#### BIO

Holly Caretta-Weyer is currently Associate Dean for Admissions and Assessment at the Stanford University School of Medicine. She is additionally the Director of Assessment for the Department of Emergency Medicine and Chair of the Clinical Competency Committee. Dr. Caretta-Weyer attended medical school at the University of Wisconsin School of Medicine and Public Health where she graduated Alpha Omega Alpha with Honors in Research. She loved being a Badger so much that she stayed for her Emergency Medicine Residency at the University of Wisconsin where she was also Chief Resident. Dr. Caretta-Weyer then moved to the West Coast where she completed her Medical Education Scholarship Fellowship at Oregon Health & Science University (OHSU) and completed her Masters in Health Professions Education (MHPE) at the University of Illinois-Chicago. She is currently a PhD candidate at Maastricht University studying postgraduate selection in a competency-based system with an anticipated completion date in 2025.

While at OHSU, Dr. Caretta-Weyer worked as a member of the Association of American Medical Colleges (AAMC) Core Entrustable Professional Activities for Entering Residency pilot team and was a founding member of the OHSU undergraduate medical education entrustment committee. She continues to be involved with the national AAMC Core EPA Pilot through her continued collaboration with the OHSU team. Through this process she has gained valuable experience in working to define programmatic assessment, formulate summative entrustment decisions, and more seamlessly bridge the transition from undergraduate to graduate medical education, all of which are key initiatives within medical education.

Dr. Caretta-Weyer is also the PI on a \$1.3M AMA Reimagining Residency Grant focused on implementing competency-based education and redesigning assessment across the continuum of emergency medicine training and introducing predictive learning analytics to the process. She is a former Visiting Scholar with the American Board of Medical Specialties (ABMS) examining summative entrustment decision-making by competency committees and its implications for initial certification. She is additionally a member of the International Competency-Based Medical Education (ICBME) Collaborators, a group that seeks to further research on CBME around the world. Finally, Dr. Caretta-Weyer was recently elected as the inaugural Chair of the CBME Task Force for Emergency Medicine. Her work led the Royal College of Physicians and Surgeons of Canada to recognize her as the International Medical Educator of the Year in 2022. She also recently was a keynote speaker for the American Board of Medical Specialties and the Society for Academic Emergency Medicine's annual meetings.

Dr. Caretta-Weyer's education research interests focus on the implementation of competency-based education and assessment across the continuum of medical education, summative entrustment and promotion decision-making processes, residency selection in a competency-based system, and the development of learner handovers to span key transitions in the educational continuum. When not focusing on her administrative work and education research, Dr. Caretta-Weyer can be found kayaking, hiking, cycling, playing volleyball, or cheering on her favorite sports teams including the Marquette Golden Eagles and Milwaukee Brewers.

## **CLINICAL FOCUS**

- Emergency Medicine

## **ACADEMIC APPOINTMENTS**

- Clinical Professor, Emergency Medicine

## **ADMINISTRATIVE APPOINTMENTS**

- Associate Dean of Admissions, Stanford School of Medicine, (2023- present)
- Director of Assessment, Stanford School of Medicine, (2023- present)
- Clinical Competency Committee Chair, Stanford University Emergency Medicine Residency Program, (2018- present)
- Director of Evaluation and Assessment, Stanford University Emergency Medicine Residency Program, (2018- present)

## **HONORS AND AWARDS**

- International Educator of the Year, Royal College of Physicians and Surgeons of Canada (2022)
- Young Alumna Award, Marquette University (2022)
- Early Educator Award, Society for Academic Emergency Medicine (2022)
- Top Education Research Paper, International Conference on Residency Education (ICRE) (2020)
- Top 10 Education Research Abstract, Accreditation Council for Graduate Medical Education (ACGME) (2020)
- Outstanding Educator Award, Stanford University Department of Emergency Medicine (2019)
- Outstanding Peer Reviewer, Academic Emergency Medicine Education and Training (2019)
- Academic Instructor of the Year Award, Oregon Health and Science University Department of Emergency Medicine (2018)
- Resident Advocate Award, Oregon Health and Science University Department of Emergency Medicine (2018)
- Best Poster Award - Education Research Category, Oregon Health & Science University Symposium on Educational Excellence (2018)
- Academic Instructor of the Year Award, Oregon Health and Science University Department of Emergency Medicine (2017)
- Gold Standard Peer Review Award, Western Journal of Emergency Medicine (WestJEM) Education Supplement (2017)
- The Ripple Award for Excellence in Leadership and Service, University of Wisconsin Department of Emergency Medicine (2016)
- Award for Excellence in Scholarship, Wisconsin Chapter of the American College of Emergency Physicians (2015)
- Alpha Omega Alpha Honor Society Induction, University of Wisconsin School of Medicine (2012)

## **BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS**

- Editorial Board Member, Academic Emergency Medicine Education and Training (2020 - present)
- Director of Grants, ARMED MedEd - SAEM (2020 - present)
- Member-at-Large, International Competency-Based Medical Education Collaborators (2019 - present)
- Grant Reviewer, Society for Academic Emergency Medicine (2019 - present)
- Section Editor, Western Journal of Emergency Medicine - Education Scholarship Section (2018 - present)

## PROFESSIONAL EDUCATION

- PhD Candidate, Maastricht University , Medical Education
- MHPE, University of Illinois - Chicago , Health Professions Education (2021)
- Fellowship: Oregon Health and Science University Emergency Medicine Fellowships (2018) OR
- Board Certification: Emergency Medicine, American Board of Emergency Medicine (2017)
- Residency: University of Wisconsin Emergency Medicine Residency (2016) WI
- Medical Education: University of Wisconsin School of Medicine and Public Health (2013) WI

## Teaching

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### COURSES

#### 2024-25

- Advances in Medical Education: SOMGEN 219B (Spr)

#### 2023-24

- Advances in Medical Education: SOMGEN 219B (Spr)

#### 2022-23

- Introduction to Medical Education: SOMGEN 219A (Win)

## Publications

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### PUBLICATIONS

- **Coaching and Individualized Learning in Competency-Based Medical Education: Framework Development and Research Priorities.** *AEM education and training*  
Mand, S. K., Wolff, M., Zamignani, N., Williams, S. R., Santen, S. A., Scott, K. R., Garrett, A., Brown, C., Kim, J. G., Dorfsman, M. L., Caretta-Weyer, H., Branzetti, J.  
2026; 10 (2): e70148
- **Competency-Based Medical Education in Emergency Medicine: A Ten-Year Consensus-Driven Research Agenda** *AEM EDUCATION AND TRAINING*  
Caretta-Weyer, H. A., Zamignani, N., Yarris, L., Joarder, A., Hopson, L. R., Ankel, F., Druck, J., Jordan, J., Jung, J., Kinnear, B., Moll, J., Murano, T., Parekh, et al  
2026; 10 (2)
- **From Non-Funding to Next Steps: Building Resilience in Academic Emergency Medicine Education Research** *AEM EDUCATION AND TRAINING*  
Hildreth, A. F., Coates, W., Gottlieb, M., Caretta-weyer, H. A., Cole, R.  
2026; 10 (2)
- **A Consensus Based Research Agenda for Faculty and Learner Development in Competency Based Medical Education.** *AEM education and training*  
Jordan, J., Lovell, E., Zvonar, I., Yarris, L. M., Zamignani, N., Caretta-Weyer, H., Cassara, M., Clarke, S. O., Shah, K., Riddell, J. C., Rider, A. C., Patterson, L. A., Schulwolf, et al  
2026; 10 (1): e70141
- **Reimagining Residency Selection: A Lottery Among the Qualified.** *Academic medicine : journal of the Association of American Medical Colleges*  
Caretta-Weyer, H. A., Kinnear, B., Hammoud, M. M., Akingbola, O., Rosman, I. S.  
2026
- **Discordance between global versus reductionist approach in competency-based assessment for medical students in a transition to residency course.** *Medical teacher*  
Caretta-Weyer, H. A., Yarris, L. M.  
2025: 1-10

- **Development and Initial Validity Evidence for the EvaLeR Tool: Assessing Quality of Emergency Medicine Educational Resources.** *AEM education and training*  
Preiksaitis, C., Barber, R., Caretta-Weyer, H., Krzyzaniak, S., Chan, T. M., Gisondi, M. A.  
2025; 9 (3): e70063
- **Implementing the 5 Core Components of Competency-Based Medical Education in US Emergency Medicine Residency Programs.** *Journal of graduate medical education*  
Caretta-Weyer, H. A., Schnapp, B. H., Brown, C. A., Fant, A., Gisondi, M. A., Kropf, C. W., Magda, M., Pirotte, M., Scott, K. R., Yarris, L. M.  
2025; 17 (2 Suppl): 57-63
- **How Data Analytics Can Be Leveraged to Enhance Graduate Clinical Skills Education.** *Journal of graduate medical education*  
Garibaldi, B. T., Hollon, M., Knopp, M. I., Winkel, A. F., Burk-Rafel, J., Caretta-Weyer, H. A.  
2025; 17 (2 Suppl): 37-41
- **Change Management and Innovation in Graduate Medical Education.** *Journal of graduate medical education*  
Caretta-Weyer, H. A., Coe, C. L., Co, J. P., Fancher, T. L., Hammoud, M. M., DeWaters, A. L.  
2025; 17 (2 Suppl): 42-47
- **Coaching in GME: Lessons Learned From 3 Unique Coaching Programs.** *Journal of graduate medical education*  
Scheer, M., Scott, K. R., Schoppen, Z., Porter, B., Caretta-Weyer, H. A., Hammoud, M. M., Winkel, A. F.  
2025; 17 (2 Suppl): 10-14
- **Toward Competency Based Medical Education: A Plea to Synergize Frameworks and Tools.** *Annals of surgery*  
Smith, B. K., Caretta-Weyer, H., Alseidi, A.  
2025
- **Choose the Right Tool for the Task: Leveraging Developmental Interactions in Medicine.** *Journal of graduate medical education*  
Branzetti, J., Caretta-Weyer, H., Deiorio, N.  
2025; 17 (2): 143-146
- **Identifying emergency medicine program directors' expectations of competence upon entry into residency: Bridging the distance from the Association of American Medical Colleges Core Entrustable Professional Activities.** *AEM education and training*  
Caretta-Weyer, H. A., Park, Y. S., Tekian, A., Sebok-Syer, S. S.  
2025; 9 (2): e70024
- **The coaching approach in graduate medical education: Practical considerations for program creation and implementation.** *AEM education and training*  
Mand, S. K., Caretta-Weyer, H., Jewell, C., Pirotte, M., Scott, K. R., Yarris, L. M., Schnapp, B. H.  
2025; 9 (Suppl 1): S12-S23
- **Precision emergency medicine.** *Academic emergency medicine : official journal of the Society for Academic Emergency Medicine*  
Strehlow, M., Alvarez, A., Blomkalns, A. L., Caretta-Wyer, H., Gharahbaghian, L., Imler, D., Khan, A., Lee, M., Lobo, V., Newberry, J. A., Riberia, R., Sebok-Syer, S., Shen, et al  
2024
- **2023 Society for Academic Emergency Medicine Consensus Conference on Precision Emergency Medicine: Development of a policy-relevant, patient-centered research agenda.** *Academic emergency medicine : official journal of the Society for Academic Emergency Medicine*  
Strehlow, M., Gisondi, M. A., Caretta-Weyer, H., Ankel, F., Brackett, A., Brar, P., Chan, T. M., Garabedian, A., Gunn, B., Isaacs, E., von Isenburg, M., Jarman, A., Kuehl, et al  
2024
- **Precision medicine within health professions education: Defining a research agenda for emergency medicine using a foresight and strategy technique (FaST) review.** *AEM education and training*  
Chan, T. M., Thoma, B., Finnell, J. T., Gordon, B. D., Farrell, S., Pusic, M., Cabrera, D., Gisondi, M. A., Caretta-Weyer, H. A., Stave, C., Ankel, F.  
2024; 8 (Suppl 1): S5-S16
- **Better together: A multistakeholder approach to developing specialty-wide entrustable professional activities in emergency medicine.** *AEM education and training*  
Caretta-Weyer, H. A., Sebok-Syer, S. S., Morris, A. M., Schnapp, B. H., Fant, A. L., Scott, K. R., Pirotte, M., Gisondi, M. A., Yarris, L. M.  
2024; 8 (2): e10974

- **Development of entrustable professional activities for emergency medicine medical education fellowships: A modified Delphi study** *AEM EDUCATION AND TRAINING*  
Villa, S., Caretta-Weyer, H., Yarris, L. M., Clarke, S. O., Coates, W. C., Sokol, K. A., Jurvis, A., Papanagnou, D., Ahn, J., Hillman, E., Camejo, M., Deiorio, N., Fischer, et al  
2024; 8 (1)
- **Development of entrustable professional activities for emergency medicine medical education fellowships: A modified Delphi study.** *AEM education and training*  
Villa, S., Caretta-Weyer, H., Yarris, L. M., Clarke, S. O., Coates, W. C., Sokol, K. A., Jurvis, A., Papanagnou, D., Ahn, J., Hillman, E., Camejo, M., Deiorio, N., Fischer, et al  
2024; 8 (1): e10944
- **The Next Era of Assessment: Building a Trustworthy Assessment System.** *Perspectives on medical education*  
Caretta-Weyer, H. A., Smirnova, A., Barone, M. A., Frank, J. R., Hernandez-Boussard, T., Levinson, D., Lombarts, K. M., Lomis, K. D., Martini, A., Schumacher, D. J., Turner, D. A., Schuh, A.  
2024; 13 (1): 12-23
- **Finding Medicine's Moneyball: How Lessons from Major League Baseball Can Advance Assessment in Precision Education.** *Academic medicine : journal of the Association of American Medical Colleges*  
Kinneer, B., Caretta-Weyer, H., Lam, A. C., Tang, B., Ginsburg, S., Wong, B. M., Kelleher, M., Schumacher, D. J., Warm, E. J.  
2023
- **Lessons from Organic Chemistry: The Case for Considering Both High Standards and Equity in Assessment.** *Academic medicine : journal of the Association of American Medical Colleges*  
Caretta-Weyer, H. A., Schumacher, D. J., Kinneer, B.  
2023
- **Postgraduate Selection in Medical Education: A Scoping Review of Current Priorities and Values.** *Academic medicine : journal of the Association of American Medical Colleges*  
Caretta-Weyer, H. A., Eva, K. W., Schumacher, D. J., Yarris, L. M., Teunissen, P. W.  
2023; 98 (11S): S98-S107
- **Educator's blueprint: A primer on consensus methods in medical education research.** *AEM education and training*  
Gottlieb, M., Caretta-Weyer, H., Chan, T. M., Humphrey-Murto, S.  
2023; 7 (4): e10891
- **Postgraduate Selection in Medical Education: A Scoping Review of Current Priorities and Values.** *Academic medicine : journal of the Association of American Medical Colleges*  
Caretta-Weyer, H. A., Eva, K. W., Schumacher, D. J., Yarris, L. M., Teunissen, P. W.  
2023
- **Patient handoffs and multi-specialty trainee perspectives across an institution: informing recommendations for health systems and an expanded conceptual framework for handoffs.** *BMC medical education*  
Williams, S. R., Sebok-Syer, S. S., Caretta-Weyer, H., Katznelson, L., Dohn, A. M., Park, Y. S., Gisondi, M. A., Tekian, A.  
2023; 23 (1): 434
- **Competency-Based Medical Education in a Norm-Referenced World: A Root Cause Analysis of Challenges to the Competency-Based Paradigm in Medical School.** *Academic medicine : journal of the Association of American Medical Colleges*  
Ryan, M. S., Lomis, K. D., Deiorio, N. M., Cutrer, W. B., Pusic, M. V., Caretta-Weyer, H. A.  
2023
- **Learner Education Handover: Moving Beyond Educational Silos.** *Academic medicine : journal of the Association of American Medical Colleges*  
Shaw, T., Mistry, N. P., Caretta-Weyer, H., Humphrey-Murto, S.  
2023
- **The Inconspicuous Learner Handover: An Exploratory Study of U.S. Emergency Medicine Program Directors' Perceptions of Learner Handovers from Medical School to Residency.** *Teaching and learning in medicine*  
Caretta-Weyer, H. A., Park, Y. S., Tekian, A., Sebok-Syer, S. S.  
2023: 1-9
- **Trainee Attributable & Automatable Care Evaluations in Real-time (TRACERs): A Scalable Approach for Linking Education to Patient Care.** *Perspectives on medical education*

- Burk-Rafel, J., Sebok-Syer, S. S., Santen, S. A., Jiang, J., Caretta-Weyer, H. A., Iturrate, E., Kelleher, M., Warm, E. J., Schumacher, D. J., Kinnear, B. 2023; 12 (1): 149-159
- **The next generation of researchers: One-year outcome data from the SAEM Advanced Research Methodology Evaluation and Design in Medical Education (ARMED MedEd) program** *AEM EDUCATION AND TRAINING*  
Gottlieb, M., Chan, T. M., Sebok-Syer, S. S., Krzyzaniak, S., Dubosh, N. M., Santen, S., Caretta-Weyer, H., Yarris, L., Coates, W. C., Emergency Med Hlth Profession  
2022; 6 (6)
  - **Bridging the gap: Development of an experiential learning-based health disparities curriculum.** *AEM education and training*  
Caretta-Weyer, H. A., Hess, J. M.  
2022; 6 (6): e10820
  - **The next generation of researchers: One-year outcome data from the SAEM Advanced Research Methodology Evaluation and Design in Medical Education (ARMED MedEd) program.** *AEM education and training*  
Gottlieb, M., Chan, T. M., Sebok-Syer, S. S., Krzyzaniak, S., Dubosh, N. M., Santen, S., Caretta-Weyer, H., Yarris, L., Coates, W. C.  
2022; 6 (6): e10818
  - **Filling the Core EPA 10 assessment void: A framework for individual assessment of Core Entrustable professional activity 10 competencies in medical students.** *AEM education and training*  
Miller, D. T., Gibb, W., Caretta-Weyer, H., Ng, K., Sebok-Syer, S. S., Gisondi, M. A.  
2022; 6 (6): e10787
  - **Beyond competence: rethinking continuing professional development in the age of competence-based medical education.** *CJEM*  
Miller, S., Caretta-Weyer, H., Chan, T.  
2022
  - **Creating Community and Exploring Identity: Integrating a Virtual "Museum Tour" Into Intern Orientation.** *Journal of graduate medical education*  
Balhara, K. S., Weygandt, P. L., Caretta-Weyer, H., Krzyzaniak, S. M., Regan, L., Irvin, N.  
2022; 14 (3): 335-336
  - **The Purpose, Design, and Promise of Medical Education Research Labs.** *Academic medicine : journal of the Association of American Medical Colleges*  
Gisondi, M. A., Michael, S., Li-Sauerwine, S., Brazil, V., Caretta-Weyer, H. A., Issenberg, B., Giordano, J., Lineberry, M., Olson, A. S., Burkhardt, J. C., Chan, T. M.  
2022
  - **A mixed-methods needs assessment to identify pharmacology education objectives for emergency medicine residents.** *Journal of the American College of Emergency Physicians open*  
Rider, A. C., Dang, B. T., Caretta-Weyer, H. A., Schertzer, K. A., Gisondi, M. A.  
2022; 3 (2): e12682
  - **Josiah Macy Jr. Foundation Conference on COVID-19 and the Impact on Medical and Nursing Education: Conference Recommendations Report** *ACADEMIC MEDICINE*  
Bickford, E., Boazak, M., Cain, R. A., Camp-Spivey, L., Caretta-Weyer, H., Carruth, M., Carter, K., Chandra, S., Chang, L., Clark, A. K., Cook, T., Dias, J., Directo, et al  
2022; 97 (3S): S3-S11
  - **An Outcomes-Oriented Approach to Residency Selection: Implementing Novel Processes to Align Residency Programs and Applicants.** *Academic medicine : journal of the Association of American Medical Colleges*  
Caretta-Weyer, H. A.  
1800
  - **The Effects of Leadership Curricula With and Without Implicit Bias Training on Graduate Medical Education: A Multicenter Randomized Trial.** *Academic medicine : journal of the Association of American Medical Colleges*  
Hansen, M., Harrod, T., Bahr, N., Schoonover, A., Adams, K., Kornegay, J., Stenson, A., Ng, V., Plitt, J., Cooper, D., Scott, N., Chinai, S., Johnson, et al  
1800
  - **Assessment of Entrustable Professional Activities Using a Web-Based Simulation Platform During Transition to Emergency Medicine Residency: Mixed Methods Pilot Study.** *JMIR medical education*

- Peng, C. R., Schertzer, K. A., Caretta-Weyer, H. A., Sebok-Syer, S. S., Lu, W., Tansomboon, C., Gisondi, M. A.  
2021; 7 (4): e32356
- **Impact of the COVID-19 pandemic on emergency medicine education: Insights from faculty and residents.** *AEM education and training*  
Weygandt, P. L., Jordan, J., Caretta-Weyer, H., Osborne, A., Grabow Moore, K.  
2021; 5 (3): e10603
  - **Entrustment Unpacked: Aligning Purposes, Stakes, and Processes to Enhance Learner Assessment.** *Academic medicine : journal of the Association of American Medical Colleges*  
Kinnear, B., Warm, E. J., Caretta-Weyer, H., Holmboe, E. S., Turner, D. A., van der Vleuten, C., Schumacher, D. J.  
2021; 96 (7S): S56-S63
  - **Entrustable Professional Activities and Entrustment Decision Making: A Development and Research Agenda for the Next Decade.** *Academic medicine : journal of the Association of American Medical Colleges*  
Ten Cate, O., Balmer, D. F., Caretta-Weyer, H., Hatala, R., Hennis, M. P., West, D. C.  
2021; 96 (7S): S96-S104
  - **Missing the mark: Alternative sources of variation in graduate milestone achievement.** *AEM education and training*  
Caretta-Weyer, H. A., Schumacher, D. J.  
2021; 5 (3): e10618
  - **Diagnosing conflict: Conflicting data, interpersonal conflict, and conflicts of interest in clinical competency committees.** *Medical teacher*  
Chan, T., Oswald, A., Hauer, K. E., Caretta-Weyer, H. A., Nousiainen, M. T., Cheung, W. J., ICBME Collaborators  
2021: 1-9
  - **Capturing outcomes of competency-based medical education: The call and the challenge.** *Medical teacher*  
Van Melle, E., Hall, A. K., Schumacher, D. J., Kinnear, B., Gruppen, L., Thoma, B., Caretta-Weyer, H., Cooke, L. J., Frank, J. R., ; On behalf of the ICBME Collaborators  
2021: 1-7
  - **Outcomes of competency-based medical education: A taxonomy for shared language.** *Medical teacher*  
Hall, A. K., Schumacher, D. J., Thoma, B., Caretta-Weyer, H., Kinnear, B., Gruppen, L., Cooke, L. J., Frank, J. R., Van Melle, E., ICBME Collaborators  
2021: 1-6
  - **The deliberately developmental organization: A conceptual framework for CBME.** *Medical teacher*  
Thoma, B., Caretta-Weyer, H., Schumacher, D. J., Warm, E., Hall, A. K., Hamstra, S. J., Cavalcanti, R., Chan, T. M., ICBME Collaborators  
2021: 1-9
  - **If we could turn back time: Imagining time-variable, competency-based medical education in the context of COVID-19.** *Medical teacher*  
Caretta-Weyer, H. A., Chan, T., Bigham, B. L., Kinnear, B., Huwendiek, S., Schumacher, D. J., ICBME Collaborators  
2021: 1-6
  - **On the validity of summative entrustment decisions.** *Medical teacher*  
Touchie, C., Kinnear, B., Schumacher, D., Caretta-Weyer, H., Hamstra, S. J., Hart, D., Gruppen, L., Ross, S., Warm, E., Ten Cate, O., ICBME Collaborators  
2021: 1-8
  - **Clarifying essential terminology in entrustment** *MEDICAL TEACHER*  
Schumacher, D. J., ten Cate, O., Damodaran, A., Richardson, D., Hamstra, S. J., Ross, S., Hodgson, J., Touchie, C., Molgaard, L., Gofton, W., Carraccio, C., ICBME Collaborators  
2021: 1-8
  - **Curated collection for clinician educators: Six key papers on residency recruitment.** *AEM education and training*  
Schnapp, B. H., Alvarez, A., Bianchi, R., Caretta-Weyer, H., Jewell, C., Kalantari, A., Lee, E., Miller, D., Quinn, A.  
2021; 5 (2): e10597
  - **Development, Implementation, and Evaluation of an Open Access, Level-Specific, Core Content Curriculum for Emergency Medicine Residents.** *Journal of graduate medical education*  
Grabow Moore, K., Ketterer, A., Wheaton, N., Weygandt, P. L., Caretta-Weyer, H. A., Berberian, J., Jordan, J.  
2021; 13 (5): 699-710

- **Competency-based time-variable training internationally: Ensuring practical next steps in the wake of the COVID-19 pandemic.** *Medical teacher*  
Schumacher, D. J., Caretta-Weyer, H., Busari, J., Carraccio, C., Damodaran, A., Gruppen, L. D., Hall, A. K., Kinnear, B., Warm, E., Ten Cate, O.  
2021; 1-13
- **Demonstrating Your Work: A Guide to Educators' Portfolios for Graduate Medical Educators.** *Journal of graduate medical education*  
Mayersak, R. J., Yarris, L. M., Tuttle, R. C., Jones, D. C., Nelson, A. M., Bengtzen, R. R., Kornegay, J. G., Caretta-Weyer, H. A.  
2021; 13 (5): 635-639
- **Trends in medical students' stress, physical, and emotional health throughout training.** *Medical education online*  
McKerrow, I., Carney, P. A., Caretta-Weyer, H., Furnari, M., Miller Juve, A.  
2020; 25 (1): 1709278
- **The Flipped Classroom: A Critical Appraisal.** *The western journal of emergency medicine*  
Kraut, A. S., Omron, R., Caretta-Weyer, H., Jordan, J., Manthey, D., Wolf, S. J., Yarris, L. M., Johnson, S., Kornegay, J.  
2019; 20 (3): 527–36
- **Curated Collections for Clinician Educators: Five Key Papers on Graduated Responsibility in Residency Education.** *Cureus*  
Schnapp, B. H., Caretta-Weyer, H. A., Cortez, E., Heinrich, S. A., Kraut, A. S., Lloyd, C. M., Silvester, C., Sorge, R. M., Wain, A., Gottlieb, M.  
2019; 11 (4): e4383
- **Curated Collections for Clinician Educators: Five Key Papers on Graduated Responsibility in Residency Education** *CUREUS*  
Schnapp, B. H., Caretta-Weyer, H. A., Cortez, E., Heinrich, S. A., Kraut, A. S., Lloyd, C. M., Silvester, C., Sorge, R. M., Wain, A., Gottlieb, M.  
2019; 11 (4)
- **Design Your Clinical Workplace to Facilitate Competency-Based Education.** *The western journal of emergency medicine*  
Caretta-Weyer, H. A., Gisondi, M. A.  
2019; 20 (4): 651–53
- **Critical Electrocardiogram Curriculum: Setting the Standard for Flipped-Classroom EKG Instruction.** *The western journal of emergency medicine*  
Burns, W. P., Hartman, N. D., Weygandt, P. L., Jones, S. C., Caretta-Weyer, H. n., Moore, K. G.  
2019; 21 (1): 52–57
- **Transition to Practice: A Novel Life Skills Curriculum for Emergency Medicine Residents.** *The western journal of emergency medicine*  
Caretta-Weyer, H.  
2019; 20 (1): 100–104
- **Transition to Practice: A Novel Life Skills Curriculum for Emergency Medicine Residents** *WESTERN JOURNAL OF EMERGENCY MEDICINE*  
Caretta-Weyer, H.  
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- **Curated Collections for Educators: Five Key Papers on Evaluating Digital Scholarship.** *Cureus*  
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## PRESENTATIONS

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- Competency-Based Handovers to Graduate Medical Education: A Framework to Bridge the Transition. - International Conference on Residency Education (ICRE) (2018)
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- Bridging the Transition: Competency-Based Handovers from Undergraduate to Graduate Medical Education. - World Summit on Competency-Based Medical Education (2018)
- Competency Based Assessment Using a Top-Down Versus a Bottom-Up Approach Within a Transitions to Residency Course. - World Summit on Competency-Based Medical Education (2018)
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- Defining a Program of Assessment to Inform Summative Entrustment Decisions in Undergraduate Medical Education Utilizing Entrustable Professional Activities. - Association for Medical Education in Europe (2018)
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