



Holly Caretta-Weyer

Clinical Assistant Professor, Emergency Medicine

 Curriculum Vitae available Online

CLINICAL OFFICES

- **Stanford Dept of Emergency Medicine**

900 Welch Rd Ste 350

MC 5768

Stanford, CA 94305

Tel (650) 723-6576

Fax (650) 723-0121

Bio

BIO

Holly Caretta-Weyer is currently Assistant Residency Program Director and Director of Evaluation and Assessment for the Stanford University Emergency Medicine Residency Program as well as EPA Implementation Lead at the Stanford University School of Medicine. 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 recently completed her Medical Education Scholarship Fellowship at Oregon Health & Science University (OHSU) and is also finishing her thesis work for her Masters in Health Professions Education (MHPE) at the University of Illinois-Chicago. She will be beginning her PhD at Maastricht University studying residency selection in a competency-based system in 2021.

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 redesigning assessment across the continuum of emergency medicine training and introducing predictive learning analytics to the process. 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.

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, coaching within medical education, 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 and education research

interests, Dr. Caretta-Weyer can be found kayaking, hiking, cycling, playing volleyball, or cheering on her favorite sports teams including the Wisconsin Badgers and Milwaukee Brewers.

CLINICAL FOCUS

- Emergency Medicine

ACADEMIC APPOINTMENTS

- Clinical Assistant Professor, Emergency Medicine

ADMINISTRATIVE APPOINTMENTS

- Assistant Residency Program Director, Stanford University, Department of Emergency Medicine, (2018- present)
- Director of Evaluation and Assessment, Stanford University, Department of Emergency Medicine, (2018- present)
- Education Strategic Plan Lead, Stanford University Department of Emergency Medicine, (2019- present)
- EPA Implementation Lead, Stanford University School of Medicine, (2018- present)
- Medical Education Line Director, Stanford University, Department of Emergency Medicine, (2018- present)

HONORS AND AWARDS

- Top 3 Education Research Abstract, 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

- 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)
- Vice Chair of Education Toolkit Subcommittee, Council for Residency Directors in Emergency Medicine (CORD) Education Committee (2018 - present)

PROFESSIONAL EDUCATION

- 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

COURSES

2020-21

- Advances in Medical Education: SOMGEN 219B (Spr)
- Introduction to Medical Education: SOMGEN 219A (Win)

2019-20

- Introduction to Medical Education: SOMGEN 219 (Win)

2018-19

- Introduction to Medical Education: SOMGEN 219 (Win)

Publications

PUBLICATIONS

- **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)
- **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., 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
- **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
- **Transition to Practice: A Novel Life Skills Curriculum for Emergency Medicine Residents** *WESTERN JOURNAL OF EMERGENCY MEDICINE*
Caretta-Weyer, H.
2019; 20 (1): 100–104
- **Curated Collections for Educators: Five Key Papers on Evaluating Digital Scholarship.** *Cureus*
Quinn, A., Chan, T. M., Sampson, C., Grossman, C., Butts, C., Casey, J., Caretta-Weyer, H., Gottlieb, M.
2018; 10 (1): e2021
- **The View From Over Here: A Framework for Multi-Source Feedback.** *Journal of graduate medical education*
Caretta-Weyer, H. A., Kraut, A. S., Kornegay, J. G., Yarris, L. M.
2017; 9 (3): 367–68

- **Feedback in Medical Education: A Critical Appraisal.** *AEM education and training*
Kornegay, J. G., Kraut, A., Manthey, D., Omron, R., Caretta-Weyer, H., Kuhn, G., Martin, S., Yarris, L. M.
2017; 1 (2): 98-109
- **Determining breast cancer axillary surgery within the surveillance epidemiology and end results-Medicare database** *JOURNAL OF SURGICAL ONCOLOGY*
Schmocker, R. K., Caretta-Weyer, H., Weiss, J. M., Ronk, K., Havlena, J., Loconte, N. K., Decker, M., Smith, M. A., Greenberg, C. C., Neuman, H. B.
2014; 109 (8): 756-759
- **Impact of the American College of Surgeons Oncology Group (ACOSOG) Z0011 trial on Clinical Management of the Axilla in Older Breast Cancer Patients: A SEER-Medicare Analysis** *ANNALS OF SURGICAL ONCOLOGY*
Caretta-Weyer, H., Greenberg, C. G., Wilke, L. G., Weiss, J., Loconte, N. K., Decker, M., Steffens, N. M., Smith, M. A., Neuman, H. B.
2013; 20 (13): 4145-4152
- **Impact of axillary ultrasound and core needle biopsy on the utility of intraoperative frozen section analysis and treatment decision making in women with invasive breast cancer** *AMERICAN JOURNAL OF SURGERY*
Caretta-Weyer, H., Sisney, G. A., Beckman, C., Burnside, E. S., Salkowski, L. R., Strigel, R. M., Wilke, L. G., Neuman, H. B.
2012; 204 (3): 308-314
- **Involvement of Noradrenergic Neurotransmission in the Stress- but not Cocaine-Induced Reinstatement of Extinguished Cocaine-Induced Conditioned Place Preference in Mice: Role for beta-2 Adrenergic Receptors** *NEUROPSYCHOPHARMACOLOGY*
Mantsch, J. R., Weyer, A., Vranjkovic, O., Beyers, C. E., Baker, D. A., Caretta, H.
2010; 35 (11): 2165-2178

PRESENTATIONS

- Incorporating Workplace-Based Assessment Into a Core EPA-Oriented Curriculum. - American Association of Medical Colleges (AAMC) Learn Serve Lead (2018)
- Competency-Based Handovers to Graduate Medical Education: A Framework to Bridge the Transition. - International Conference on Residency Education (ICRE) (2018)
- Summative Entrustment Decisions in Medical Education: Defining a Program of Assessment for Entrustment or Clinical Competency Committees. - World Summit on Competency-Based Medical Education (2018)
- 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)
- Competency-Based Handovers to Graduate Medical Education: A Framework to Bridge the Transition. - World Summit on Competency-Based Medical Education (2018)
- 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)
- An 'Unconference' Approach to the Nuts and Bolts of Implementing the 13 Core Entrustable Professional Activities. - Western Group on Educational Affairs (2018)
- Core EPA 'Toolkits' to Foster Successful Implementation of the EPAs in UME. - Western Group on Educational Affairs (WGEA) (2018)
- The UME-EPA Train Has Left the Station: But Where is it Going and Will it Get There? - Western Group on Educational Affairs (WGEA) (2018)
- To Entrust or Not to Entrust? Defining a Program of Assessment to Inform Global Entrustment Decisions in Undergraduate Medical Education Utilizing the Core EPAs for Entering Residency. - Council of Residency Directors in Emergency Medicine (CORD) (2018)
- Feedback in Action: Making the Learner-Centric Paradigm Work for You and Your Faculty. - Council of Residency Directors in Emergency Medicine (CORD) (2018)
- Welcome to Middle Management: Keys to Success No One Taught You on Managing People as a New Chief Resident. - Council of Residency Directors in Emergency Medicine (CORD) (2018)
- How to Work Smarter: A Crash Course in Time Management and Efficiency in the ED and Workplace Wellness. - Council of Residency Directors in Emergency Medicine (CORD) (2017)
- Upstream from the Emergency Department: An Integrative Case for First-Year Medical Students. - Council of Residency Directors in Emergency Medicine (CORD) (2016)
- Working Within Diverse Communities: Development of a Health Disparities Curriculum for an Academic Emergency Medicine Residency Program. - Council of Residency Directors in Emergency Medicine (CORD) (2016)

- 360 Degree Feedback: A Novel Format for a Program Evaluation Committee in an Academic Emergency Medicine Residency Program. - Council of Residency Directors in Emergency Medicine (CORD) (2016)
- Life Lessons: A Transitions to Practice Curriculum for Emergency Medicine Residents. - Society of Academic Emergency Medicine (2018)