



## Ashley Christine Rider

Clinical Assistant Professor, Emergency Medicine

### CLINICAL OFFICES

- **Stanford Dept of Emergency Medicine**

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### Bio

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#### BIO

Ashley Rider is a Clinical Assistant Professor of Emergency Medicine at Stanford University. After completing her training in emergency medicine at Highland Hospital in Oakland, CA, she pursued a fellowship at Stanford in Simulation Education while simultaneously working on a Master of Education in the Health Professions (MEHP) at Johns Hopkins School of Education. After fellowship, she has stayed on at Stanford to continue her work as simulation faculty as well as serve as an Assistant Program Director for the Emergency Medicine Residency Program. Her academic interests include simulation-based education at the UME/GME levels, procedural competence, interprofessional education, resuscitation team leadership, social emergency medicine, and quality improvement.

#### CLINICAL FOCUS

- Emergency Medicine

#### ACADEMIC APPOINTMENTS

- Clinical Assistant Professor, Emergency Medicine

#### ADMINISTRATIVE APPOINTMENTS

- Simulation Education Fellow, Department of Emergency Medicine, (2019- present)

#### PROFESSIONAL EDUCATION

- Medical Education: Baylor College of Medicine (2015) TX
- MEHP, Johns Hopkins School of Education , Master of Education in the Health Professions (2021)
- Fellowship, Stanford University , Simulation Education (2021)
- Board Certification: Emergency Medicine, American Board of Emergency Medicine (2021)
- Residency: Highland Emergency Medicine Residency (2019) CA

## Publications

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### PUBLICATIONS

- **Using a Simulated Model and Mastery Learning Approach to Teach the Ultrasound-guided Serratus Anterior Plane Block to Emergency Medicine Residents: A Pilot Study.** *AEM education and training*  
Rider, A. C., Miller, D. T., Ashenburg, N., Duanmu, Y., Lobo, V., Schertzer, K., Sebok-Syer, S. S.  
2021; 5 (3): e10525
- **Improving Emergency Department Airway Preparedness in the Era of COVID-19: An Interprofessional, In Situ Simulation.** *Journal of Education and Teaching in Emergency Medicine*  
Warner, K. J.  
2020; 5 (3)
- **Virtual Mentoring: Two Adaptive Models for Supporting Early-career Simulation Investigators in the Era of Social Distancing.** *AEM education and training*  
Stapleton, S. N., Wong, A. H., Ray, J. M., Rider, A. C., Moadel, T., Bentley, S., Cassara, M.  
2021; 5 (1): 105–10
- **Mastery learning improves simulated central venous catheter insertion by emergency medicine teaching faculty** *Academic Emergency Medicine Education & Training*  
Pokrajac, N., Schertzer, K., Roszczyński, K. N., Rider, A., Williams, S. R., Poffenberger, C. M., Gisondi, M. A.  
2021
- **Image to Fit the Clinical Picture: Point-of-care Ultrasound Assessment of Ebstein's Anomaly in Peru.** *Clinical practice and cases in emergency medicine*  
Rider, A. C., Dreyfuss, A., Inga, R.  
2020; 4 (2): 222-224
- **A Structured Curriculum for Interprofessional Training of Emergency Medicine Interns.** *The western journal of emergency medicine*  
Rider, A. C., Anaebere, T. C., Nomura, M., Duong, D., Wills, C. P.  
2019; 21 (1): 149-151
- **Transition of Care from the Emergency Department to the Outpatient Setting: A Mixed-Methods Analysis.** *The western journal of emergency medicine*  
Rider, A. C., Kessler, C. S., Schwarz, W. W., Schmitz, G. R., Oh, L., Smith, M. D., Gross, E. A., House, H., Wadman, M. C., Lo, B. M.  
2018; 19 (2): 245-253
- **Zika Virus** *Emergency Management of Infectious Diseases 2nd Edition*  
Rider, A. C., Frazee, B. W., Z, C.  
edited by R, C. L., Frazee, B. W.  
Cambridge University Press.2018
- **Community-Acquired Pneumonia.** *Emergency medicine clinics of North America*  
Rider, A. C., Frazee, B. W.  
2018; 36 (4): 665-683
- **Mesoamerican nephropathy: a novel case of kidney failure in a US ED.** *The American journal of emergency medicine*  
Flores, S., Rider, A. C., Alter, H. J.  
2016; 34 (7): 1323.e5-6
- **Acute Pancreatitis: What's the Score?** *The Journal of emergency medicine*  
Kuo, D. C., Rider, A. C., Estrada, P., Kim, D., Pillow, M. T.  
2015; 48 (6): 762-70