

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Gisondi, Michael Albert

eRA COMMONS USER NAME (credential, e.g., agency login): MGISONDI

POSITION TITLE: Associate Professor of Emergency Medicine and Vice Chair of Education

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Catholic University, Washington, DC	B.S.	05/1995	Biology
Loyola University Chicago, Maywood, IL	M.D.	06/1999	Medicine
Stanford University, Stanford, CA	Residency	06/2002	Emergency Medicine
Stanford University, Stanford, CA	Fellowship	06/2003	Faculty Development

**A. Personal Statement**

It is my pleasure to serve as co-investigator and research mentor to Keerthi Gondy for her study, "Optimizing the UME to GME Liminal Space: Identification of Diversity, Equity, and Inclusion Competencies as Core Entrustable Professional Activities." Ms. Gondy and her team examines the need for improved diversity, equity, and inclusion (DEI competencies at the time of graduation from medical school, best expressed as a AAMC Core Entrustable Professional Activity (EPA). Her hypothesis is that medical schools variably address issues of DEI in their curriculums and that a Core EPA would standardize and elevate training in this domain. Such training would make for smoother transitions to residency because students would be better prepared to manage DEI issues encountered early in training, resulting in more equitable patient care. By adding this one EPA, the competencies of US medical school graduates would rapidly evolve.

I am uniquely qualified to oversee Ms. Gondy's proposed research for several reasons. I have expertise in qualitative methods, both UME and GME accreditation standards, AAMC Core EPA assessment methods, project management, and education research mentorship. I currently have 4 extramurally funded research projects that examine the most challenging EPAs to assess. I understand the nuances of this particular project because of my roles on DEI task forces at both Stanford University and, earlier in my career, at Northwestern University. In addition to our DEI task force, I serve in our Gender Equity Task Force and I serve as the faculty advisor to Stanford LGBTQ+ Med. ), I have significant experience mentoring physician trainees through all stages of scholarly work, and I am confident that I can ensure the successful completion of this project during the award cycle.

As Vice-Chair of Education, I oversee all educational programs within Stanford Emergency Medicine, working closely with each of our directors to execute curricula and conduct education research. I collaborate with leaders across the medical school, including the directors of the Stanford Office of Faculty Development and Diversity; these relationships will be leveraged for this project, as needed. I am the Principal of The Precision Education and Assessment Research Lab (The PEARL), which will provide important infrastructure for this project at the Stanford site including a project manager and focus group moderators.

## **B. Positions and Honors**

### **Positions and Employment**

1999 – 2002	Residency, Emergency Medicine, Stanford University, Stanford, CA
2002 – 2003	Chief Resident, Emergency Medicine, Stanford University, Stanford, CA
2002 – 2003	Fellowship, Faculty Development. Stanford University, Stanford CA
2003 – 2023	Board Certified in Emergency Medicine, American Board of Emergency Medicine
2003 – 2010	Associate Residency Director, Emergency Medicine, Northwestern University, Chicago, IL
2010 – 2017	Residency Director, Emergency Medicine, Northwestern University, Chicago, IL
2014 – 2017	Director of Feinberg Academy of Medical Educators, Northwestern University, Chicago, IL
2014 – 2017	Fellowship Director, Medical Education Scholarship, Northwestern University, Chicago, IL
2017 –	Vice Chair of Education, Dept. of Emergency Medicine, Stanford University, Stanford, CA
2019 --	Co-Director, Scholarly Concentration in Medical Education, Stanford University
2019 --	Principal, The Precision Education and Assessment Research Lab

### **Other Experience and Professional Membership**

#### **Professional Society Memberships**

1998 –	ACEP: American College of Emergency Physicians
1998 –	SAEM: Society for Academic Emergency Medicine
2003 –	CORD: Council of Emergency Medicine Residency Directors
2019 –	AMEE: Association of Medical Educators in Europe

#### **Committee Service**

2011 – 2014	Chair, CORD Four Year Program Directors Interest Group
2013 – 2015	CORD Remediation Task Force
2014 – 2015	CORD Patient Satisfaction Interest Group
2014 – 2017	Chief Strategy Officer, ALiEM: Academic Life in Emergency Medicine, Incubator Series
2016 – 2017	CORD / AAMC Application Video Project Task Force
2017 – 2019	CORD Board of Directors
2017 -	Editor, <i>International Clinician Educators Blog</i>
2017 -	Advisory Board, <i>Journal of Education and Teaching in Emergency Medicine</i>
2020 -	CORD Nominating Committee

#### **Peer Review**

2006 – 2013	<i>Advances in Health Sciences Education</i>
2008 – 2016	<i>Academic Emergency Medicine</i>
2010 –	<i>Journal of Graduate Medical Education</i>
2016 –	<i>AEM Education and Training</i>
2017 -	<i>Journal of Education and Teaching in Emergency Medicine</i>

### **Honors**

1998	<i>Alpha Omega Alpha</i> , Loyola University Chicago
2001	National Champion, Clinical Pathologic Case (CPC) Competition, Emergency Medicine
2004	Best Innovations in Emergency Medicine Education Presentation & Exhibition, SAEM Annual Meeting
2006	Junior Fellow, Searle Center for Teaching Excellence, Northwestern University
2006	Fellow of the American College of Emergency Physicians
2008	Fellow of the American Academy of Emergency Physicians
2010	Feinberg Academy of Medical Educators (FAME), Inaugural Inductee
2014	National Faculty Teaching Award, American College of Emergency Physicians
2014	Alumnus of the Year for Early Career Achievement, Loyola University Chicago
2015	Leape Ahead Award, American Association for Physician Leadership
2016	Best MERSE Oral Presentation, AAMC CGEA Meeting, Ann Arbor, MI
2016	Best Innovations in Medical Education Oral Presentation, AAMC CGEA Meeting, Ann Arbor, MI
2016	“Top 15” lecture at the ACGME Annual Meeting, National Harbor, MD

- 2016 "Best of the Best" Oral Presentation, CORD Academic Assembly
- 2016 "Outstanding Teacher" Award, Feinberg School of Medicine
- 2018 Best 560 Lecture Presentation, CORD Academic Assembly
- 2018 SAEM Chair Development Program
- 2019 Stanford Medicine Leadership Academy
- 2020 Franklin G. Ebaugh Award Jr. Advising Award, Stanford School of Medicine

### C. Contributions to Science

1. My goal is to maintain a program of research in medical education that focuses on instructional methods, curriculum design, and faculty development. Curriculum design and residency program accreditation in emergency medicine became much more complex in recent years, due to the advent of competency based assessment. *The selected papers below offer emergency medicine program directors new methods of assessing the Emergency Medicine Milestones, evidence for maintaining the 48-month residency training option, and a return to work policy for new resident parents that addresses gender inequities.* I contributed to the design, data analysis, and manuscript preparation for these studies.
  - Hopson LR, Regan L, **Gisondi MA**, Cranford JA, Branzetti J. "Program Director Opinion of Ideal Length of Residency Training in Emergency Medicine." *Academic Emergency Medicine*, 2016; Mar 21. **PMID: 26999762**
  - Ketterer A, Salzman D, Branzetti J, **Gisondi MA**. "Supplemental Milestones for 48-Month Emergency Medicine Residency Programs: A Validation Study." *Western Journal of Emergency Medicine*. 2017; Jan; 18(1); 69-75. **PMID: 28435508**
  - Salzman DH, Watts H, Williamson K, Sergel M, Dobiesz V, DeGarmo N, Sharp LJ, Wang E, **Gisondi MA**. "A multi-center collaboration for simulation-based assessment of ACGME milestones in emergency medicine." *Simulation in Healthcare*. 2018. April 3; **PMID: 29620703**
  - Gordon AJ, Sebok-Syer S, Dohn AM, Smith-Coggins R, Wang NE, Williams SR, Gisondi MA. "The Birth of a Return to Work Policy for New Resident Parents in Emergency Medicine." *Academic Emergency Medicine*. 2019 Jan 13. doi: 10.1111/acem.13684. **PMID: 30636353**
  
2. My faculty development research focuses on improving the teaching and assessment skills of emergency medicine residency faculty. I enjoy evaluating new methods of faculty development and contributing to this domain of medical education literature. *Listed below are foundational papers on bedside teaching in emergency medicine and the use of scholarly tracks for resident education are foundational papers.* The second two projects evaluated the accuracy of faculty assessments. In one paper, *we identified a critical training gap for faculty mentors charged with assessing the foundational knowledge of the residents they supervise. The other paper provides faculty members with a deeper understanding of the impact of burnout on residents.*
  - Aldeen AZ, **Gisondi MA**. "Bedside teaching in the emergency department." *Academic Emergency Medicine* 2006; 13(8): 860-866. **PMID: 1676673**
  - Regan L, Stahmer S, Nyce A, Nelson BP, Moscati R, **Gisondi MA**, Hopson LR. "Scholarly tracks in emergency medicine." *Academic Emergency Medicine* 2010; Oct; 17(10, S2): S87-S94. **PMID: 21199090**
  - Aldeen AZ, Salzman DH, **Gisondi MA**, Courtney DM. "Faculty prediction of in-training examination scores for emergency medicine residents." *Journal of Emergency Medicine*. 2013; Oct22 [epub ahead of print]. 2014; Mar; 6(3). **PMID: 24161228**
  - Lu DW, Dresden S, McCloskey C, Branzetti J, **Gisondi MA**. "Impact of Burnout on Self-Reported Patient Care Among Emergency Physicians." *Western Journal of Emergency Medicine*. 2015; Dec; 16(7): 996-1001. **PMID: 2675964**
  
3. My research team developed a narrative of projects aimed at understanding how physicians develop adaptive expertise. Competency based assessment is vital to a curriculum designed to develop master adaptive learners, but learner self-assessment is critical as well. This year we formalized our efforts to understand how assessment drives learning through the creation of a new education research lab in my department. The Precision Education and Assessment Research Lab (The PEARL) studies ways to improve physician learning and assess that learning goals were achieved. *The first three papers listed below are some of the first projects published from this aspect of my research, which help to frame an early*

*understanding of how the best physician learners plan their learning. The final paper is one of my several simulation based mastery learning publications, this one focused on a population of faculty learners.*

- Branzetti J, **Gisondi MA**, Hopson L, Regan L. "Aiming Beyond Competent: The Application of the Taxonomy of Significant Learning to Medical Education." *Teaching and Learning in Medicine*. 2019 Jan 27;1-13. **PMID: 30686049**.
- Regan L, Hopson LR, Gisondi MA, Branzetti J. Learning to learn: A qualitative study to uncover strategies used by Master Adaptive Learners in the planning of learning. *Medical Teacher*. 2019 Jul 9:1-11. **PMID: 31287741**.
- Caretta-Weyer H, **Gisondi MA**. "Design your clinical workplace to facilitate competency-based education." *Western Journal of Emergency Medicine*. *Western Journal of Emergency Medicine*. 2019 Jul; 20(4): 651-653. **PMID: 31316706**
- Pokrajac N, Schertzer K, Poffenberger C, Alvarez A, Nevarez PM, Winstead-Derlega C, **Gisondi MA**. "Mastery Learning Methodology Ensures Correct Use of Personal Protective Equipment in Simulated Clinical Encounters of COVID-19". *Western Journal of Emergency Medicine*. 2020. Jul 21;21(5):1089-1094. **PMID: 32970559**

4. I devoted significant time and effort in the design of The EPEC-EM Project™ (Education in Palliative and End-of-life Care in Emergency Medicine), funded by a four-year grant to the Northwestern University Buehler Center on Aging, Health, and Society from the National Cancer Institute in 2006 - 2010. ["Palliative Care for Cancer Patients in Emergency Wards" NCI - 1R25CA116472-01A1 (EMANUEL): \$1,298,000] My role was as a content expert in instructional methods and curriculum design for an audience of post-graduate emergency physicians. During the four-year grant period, our team adapted the previous work of The EPEC Project™ into a recurring, two-day, national certification conference entitled, 'Become an EPEC-EM Trainer™', along with a 400+ page conference textbook for emergency providers. *This was the first train the trainer certification course in primary palliative care for emergency medicine faculty members and it has been widely disseminated.* I assisted in the curriculum design of the certification course and educational materials, served on the planning committee for most of the annual, national conferences that we have sponsored to date (training over 700 emergency physician educators in appx. 140 different residency programs.) *In addition, our study teams at Northwestern and Emory developed and validated the tool, SPEED: Screening for Palliative and End-of-life needs in the Emergency Department.*
- **Gisondi MA**, Quest TE, Emanuel L. "Palliative and end of life care in the emergency department." *Emergency Medicine and Critical Care* 2008; Oct; 4:46-8. Touch Briefings Publishers: United Kingdom.
  - **Gisondi MA**. "A case for education in palliative and end of life care in emergency medicine." *Academic Emergency Medicine* 2009; Feb; 16(2):181-3. **PMID: 19133843**
  - **Gisondi MA**, Lu DW, Yen M, Norris R, Courtney DM, Tanabe P, Engel KE, Emanuel LL, Quest TE. "Adaptation of the EPEC-EM™ curriculum in a residency using asynchronous learning." *Western Journal of Emergency Medicine* 2010; Dec; 11(5): 491-498. **PMID: 21293772**
  - Richards CT, **Gisondi MA**, Chang CH, Courtney DM, Engel KG, Emanuel L, Quest T. "Palliative care symptom assessment for patients with cancer in the emergency department: validation of the Screen for Palliative and End-of-life care needs in the Emergency Department instrument." *Journal of Palliative Medicine*. 2011; Jun; 14(6): 757-64. [Epub 2011 May 6.] **PMID: 21548790**

#### **Complete List of Published Work via NCBI My Bibliography:**

<https://www.ncbi.nlm.nih.gov/sites/myncbi/1DothQmSOMxAX9/bibliography/57770862/public/?sort=date&direction=ascending>

#### **D. Additional Information: Research Support and/or Scholastic Performance**

##### **Current Research Support**

American Medical Association: Reimaging Residency Starter Caretta-Weyer (PI) 9/2019 – 8/2020  
Development of a Unified System of Assessment and Predictive Learning Analytics Utilizing Entrustable Professional Activities Across Emergency Medicine Residency Programs  
Role: Co-Principal Investigator

Society for Academic Emergency Medicine Education Research Grant Miller (PI) 1/2020 – 6/2021  
Development of a Simulation Curriculum and Web-Based Modules to Teach Core EPA 10  
Role: Co-Investigator, Research Mentor

American Medical Association: Reimaging Residency Grant Caretta-Weyer (PI) 1/2020 – 12/2024  
Development of a Unified System of Assessment and Predictive Learning Analytics Utilizing Entrustable  
Professional Activities Across Emergency Medicine Residency Programs  
Role: Co-Principal Investigator

Edward J. Stemmler Medical Education Research Fund Lingard L, Sebok-Syer S (Co-PIs) 7/2020 – 6/2022  
Conceptualizing and Assessing Interdependent Performance in Collaborative Clinical Environments  
Role: Co-Investigator

EMF/CORD Education Starter Grant Rider (PI) 10/2020 – 10/2021  
The Relationship Between Leader Identity and Team Performance:  
a Mixed-Methods Analysis Using Interprofessional in situ in the  
Emergency Department Role: Co-Investigator, Research Mentor

### **Completed Research Support**

EMF/CORD Education Starter Grant Peng (PI) 9/2019 – 8/2020  
Use of an Online Simulation Platform for Assessing Entrustable Professional Activities During Transition into  
Residency.  
Role: Co-Investigator, Research Mentor

Stanford Teaching and Mentoring Academy Innovation Grant Dixon (PI) 10/2019 – 8/2020  
Simulation Based Mastery Learning to Teach Distal Fracture Radius Reduction  
Role: Co-Investigator

Stanford Teaching and Mentoring Academy Innovation Grant Keyes (PI) 10/2019 – 6/2020  
School of Medicine Faculty Training in LGBTQI+ Health: Design of a New Online CME Course  
Role: Co-Investigator