

**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**

I have expertise in education research methodology, project management, and education research mentorship. I am fellowship trained in faculty development and I have directed a SAEM-approved Medical Education Scholarship Fellowship. I have significant experience mentoring trainees through scholarly work.

Currently, I am Associate Professor and Vice-Chair of Education in the Department of Emergency Medicine at Stanford University. I oversee all educational programs within the department, working closely with each of the directors to execute their curricula and conduct education research. I interact with education leaders across the medical school on a regular basis, which is an asset for collaborative science. I am participating in a two-year cohort of the Stanford Medicine Leadership Academy and completed the SAEM Chair Development Program in January 2019.

Previously, I was a faculty member in the Department of Emergency Medicine at Northwestern University and held numerous leadership roles from 2003-14. Initially I served as the Associate Residency Director and the Director of EM Faculty Development. In 2006, I was named a Junior Fellow of the Searle Center for Teaching Excellence at Northwestern and participated in the year-long faculty development program associated with that honor. From 2006 – 2010, I was a Co-investigator on the project, "Palliative Care for Cancer Patients in Emergency Wards" NCI - 1R25CA116472-01A1 (EMANUEL); my role was as a content expert in instructional methods and curriculum design. In May 2010, I was promoted to Residency Program Director and then appointed to the Graduate Medical Education Committee. In 2014, I was named Director of the Feinberg Academy of Medical Educators (FAME.) In 2015, I designed and began directing a new Medical Education Scholarship Fellowship at Northwestern that earned curriculum approval by the Society of Academic Emergency Physicians (SAEM). Using that experience. In 2017, I oversaw the curriculum redesign of a previous academic fellowship at Stanford into a similar SAEM-approved Medical Education Scholarship Fellowship.

**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 – 2017 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

## **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  
 2006 – AAEM: American Academy of Emergency Medicine

### **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, International Clinician Educators Blog  
 2017 - Advisory Board, *Journal of Education and Teaching in Emergency Medicine*  
 2018 - Board of Innovators, Medutopia

### **Peer Review**

2005 – 2012 *Contemporary Clinical Trials*  
 2006 – 2013 *Advances in Health Sciences Education*  
 2008 – 2016 *Academic Emergency Medicine*  
 2010 – *Journal of Graduate Medical Education*  
 2016 – *AEM Education and Training*  
 2017 - *Journal of Education and Teaching in Emergency Medicine*

## **Honors**

1995 *Cum Laude*, Catholic University  
 1998 *Alpha Omega Alpha*, 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

### 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 and the need to teach increasing clinical content as the science of our specialty matures. *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 policy for managing training requirements for new resident parents.* I contributed to the design, data analysis, and manuscript preparation for these studies.
  - Hopson LR, Regan L, **Gisoni MA**, Cranford JA, Branzetti J. "Program Director Opinion of Ideal Length of Residency Training in Emergency Medicine." *Academic Emergency Medicine*, 2016; Mar 21. [Epub ahead of print] **PMID: 26999762**
  - Ketterer A, Salzman D, Branzetti J, **Gisoni 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, **Gisoni MA**. "A multi-center collaboration for simulation-based assessment of ACGME milestones in emergency medicine." *Simulation in Healthcare*. 2018. April 3; epub ahead of print. **PMID: 29620703**
  - Gordon AJ, Sebok-Syer S, Dohn AM, Smith-Coggins R, Wang NE, Williams SR, Gisoni 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. [Epub ahead of print] **PMID: 30636353**
2. Several of my faculty development projects focused on improving teaching and assessment skills among emergency medicine residency faculty. I enjoy evaluating new methods of faculty development and contributing to this domain of medical education literature. Below are two review articles that have been cited by other education researchers – while not research papers, *I believe these descriptions of 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 assessment of foundational knowledge and burnout in the trainees they mentor. In one paper, *we identified a critical training gap for faculty mentors charged with assessing the foundational knowledge of the residents they supervise.* The final paper *provides faculty members with a deeper understanding of the impact of burnout on residents.*
  - Aldeen AZ, **Gisoni 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, **Gisoni MA**, Hopson LR. "Scholarly tracks in emergency medicine." *Academic Emergency Medicine* 2010; Oct; 17(10, S2): S87-S94. **PMID: 21199090**
  - Aldeen AZ, Salzman DH, **Gisoni 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](#), **Gisoni 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. I devoted a significant amount of time and energy to 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 500 emergency physician educators in appx. 100 different residency programs.) In addition, our study teams at Northwestern and Emory have developed and validated the tool, SPEED: Screening for Palliative and End-of-life needs in the Emergency Department.

- **Gisoni 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.
- **Gisoni 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**
- **Gisoni 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, **Gisoni 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**

4. I collaborated with colleagues at my institution and nationally on several projects to improve emergency department aftercare for pediatric patients. As an educator, my role on these projects was to develop best practices for training providers to overcome barriers to optimal aftercare. The studies listed each address health disparities that impact emergency or trauma care of acutely ill or injured children. *We now understand many of the social determinants that cause pediatric patients to experience variable quality of acute care. Several of these predictors have been examined and addressed by the work of other researchers in the field.*

- Wang NE, **Gisoni MA**, Golzari M, van der Vlugt TM, Tuuli M. "Socioeconomic disparities are negatively associated with pediatric ED aftercare compliance." *Academic Emergency Medicine* 2003; 10(11): 1278-1284. **PMID: 14597505**
- Wang NE, Kiernan M, Golzari M, **Gisoni MA**. "Characteristics of pediatric patients at risk of poor emergency department aftercare." *Academic Emergency Medicine* 2006; 13(8): 840-847. **PMID: 16880500**
- Acosta C, Delgado MK, **Gisoni MA**, Raghunathan A, D'Souza P, Gilbert G, Spain D, Christensen P, Wang NE. "Characteristics of pediatric trauma transfers to a level 1 trauma center: implications for developing a regionalized pediatric trauma system in California." *Academic Emergency Medicine* 2010; Dec; 17: 1364-1373. **PMID: 21122022**

5. I completed several projects to enhance emergency department operations and clinical care through improved provider communications. In each project, I helped develop study methods that combined education with targeted practice change. *These were among the first studies in the literature that used staff-based participatory research methods. Two of these studies resulted in a communications assessment tool that has been widely used in communications research and quality improvement projects.*

- Tanabe P, **Gisoni MA**, Medendorp S, Metcalf SB, Graham LJ, Engeldinger L, Lucenti MJ. "Should you close your waiting room? Addressing ED overcrowding through education and staff-based participatory research." *Journal of Emergency Nursing* 2008; Aug; 34(4):285-9. **PMID: 18640406**
- Mercer LM, Tanabe P, Pang PS, **Gisoni MA**, Courtney DM, Engel KG, Donlan SM, Adams JG, Makoul G. "Patient perspectives on communication with the medical team: pilot study using the communication assessment tool – team (CAT-T)." *Patient Education and Counseling* 2008; Nov; 73(2):220-3. **PMID: 18703306**
- Tanabe P, **Gisoni MA**, Barnard C, Lucenti MJ, Cameron K. "Can education and staff based participatory research change nursing practice in an era of ED overcrowding? A focus group study" *Journal of Emergency Nursing* 2009; Aug; 35(4):290-8. **PMID: 19591722**
- Cameron KA, Engel KE, McCarthy DM, Buckley BA, Mercer Kollar LM, Donlan SM, Pang PS, Makoul G, Tanabe P, **Gisoni MA**, Adams JA. "Examining emergency department communication through a staff-based participatory research method: identifying barriers and solutions to meaningful change." *Annals of Emergency Medicine* 2010; Dec; 56(6): 614-622; Apr 9 [Epub ahead of print]. **PMID: 20382446**

**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**

**Completed Research Support**

All funded research was completed prior to three years ago.