

Faculty Appointments

06/01/2018-05/31/2023 Clinical Assistant Professor
Stanford University School of Medicine
Department of Emergency Medicine

07/15/2018-05/31/2018 Clinical Instructor
Stanford University School of Medicine
Department of Emergency Medicine

2016-2018 Clinical Instructor
Oregon Health and Science University
Department of Emergency Medicine

Other Appointments

2019-pres Director of Evaluation and Assessment
Stanford University Emergency Medicine Residency Program

2018-pres Assistant Residency Program Director
Stanford University Emergency Medicine Residency Program

2018-2020 Director of Evaluation and Assessment
Stanford University School of Medicine Emergency Medicine Clerkship
Department of Emergency Medicine

2018-2019 Assistant Clerkship Director
Stanford University School of Medicine
Department of Emergency Medicine

2016-2018 Acting Assistant Residency Program Director
Oregon Health and Science University
Emergency Medicine Residency Program

Post-Graduate Training

2016-2018 Academic Fellowship
Oregon Health and Science University
Medical Education Scholarship Fellowship

2015-2016 Chief Resident
University of Wisconsin Hospital and Clinics
Emergency Medicine Residency

2013-2016 Residency
University of Wisconsin Hospital and Clinics
Emergency Medicine Residency

Education

- 2016-pres Graduate
University of Illinois – Chicago
Master of Health Professions Education (MHPE)
- 2009-2013 Graduate
University of Wisconsin School of Medicine & Public Health
Doctor of Medicine
Graduated Alpha Omega Alpha (AOA) and with Honors in Research
- 2005-2009 Undergraduate
Marquette University
Bachelor of Science, Biomedical Sciences
Magna Cum Laude
Graduated with Honors

Board Certification

- 2017-2027 American Board of Emergency Medicine
Diplomat

Hospital or Affiliated Institution Appointments

- 2018-pres Attending physician, Stanford University Hospital
2016-2018 Attending physician, Oregon Health and Science University Hospital
2016-2018 Attending physician, Portland VA Medical Center

Clinical Teaching Responsibilities

- 2018-pres Stanford Hospital Emergency Medicine and off-service residents on clinical shifts in the
Emergency Department 9 shifts/month
2018-pres Stanford University School of Medicine students on clinical shifts in the Emergency
Department 9 shifts/month
2016-2018 Oregon Health and Science University Emergency Medicine and off-service residents on
clinical shifts in the Emergency Department 12 shifts/month
2016-2018 Oregon Health and Science University School of Medicine students on clinical shifts in the
Emergency Department 12 shifts/month

Major Administrative Responsibilities or Committees

- 2019-pres **Stanford University Department of Emergency Medicine**
Strategic Plan Education Strategy Co-Lead
2019-pres **Stanford University Precision Education and Assessment Research Lab (PEARL)**
Senior Scientist
2019-pres **Stanford University Emergency Medicine Residency Program**
Program Evaluation Committee Chair
2019-pres **Stanford University School of Medicine Co-Course Director**
SOMGEN 216 – Introduction to Medical Education
2019-pres **Stanford University Emergency Medicine Residency Program**
Intern Orientation Director

2018-pres	Stanford University School of Medicine Emergency Medicine Clerkships Director of Evaluation and Assessment
2018-pres	Stanford University Emergency Medicine Residency Program Assistant Residency Program Director
2018-pres	Stanford University Emergency Medicine Residency Program Clinical Competency Committee Chair
2018-pres	Stanford University Emergency Medicine Residency Program Director of Evaluation, Assessment, and Remediation
2018-pres	Stanford University Emergency Medicine Residency Program Medical Education Line Director
2018-pres	Stanford University Emergency Medicine Residency Program Residency Selection Committee
2018-pres	Stanford University Emergency Medicine Residency Program Intern Class APD
2018-pres	Stanford University School of Medicine Entrustable Professional Activity (EPA) Implementation Task Force

Honors/Awards

2020	International Conference on Residency Education (ICRE) Annual Meeting Top Three Education Research Abstract
2020	Accreditation Council for Graduate Medical Education (ACGME) Annual Meeting Top Ten Education Research Abstract
2019	Stanford University Department of Emergency Medicine Outstanding Educator Award
2018	Academic Emergency Medicine Education & Training Outstanding Peer Reviewer
2018	Oregon Health and Science University Department of Emergency Medicine Academic Instructor of the Year Award
2018	Oregon Health and Science University Department of Emergency Medicine Resident Advocate Award
2018	Oregon Health and Science University Symposium on Educational Excellence Best Poster Award – Education Research Category
2018	Winning “Divemaster” Mentor of the Inaugural Education Research Shark Tank at the Oregon Health & Science University Annual Symposium on Educational Excellence
2017	Oregon Health and Science University Department of Emergency Medicine Academic Instructor of the Year Award
2017	Western Journal of Emergency Medicine (WestJEM) Education Supplement 2017 Gold Standard Award
2016	University of Wisconsin Emergency Medicine Residency Program Resident Award for Excellence in Leadership and Service – The Ripple Award
2016	CORD Academic Assembly Scholarship – Emergency Medicine Resident’s Association
2016	University of Wisconsin School of Medicine and Public Health Resident Teaching Award
2015	Wisconsin ACEP (American College of Emergency Physicians) Award for Excellence in Scholarship
2015	University of Wisconsin Emergency Medicine Residency Program Award for Excellence in Pediatrics
2014	Selected for the University of Wisconsin Emergency Medicine Residency Education Track
2014	Attended Harvard Macy Institute Program for Postgraduate Trainees: Future Academic Clinician Educators - awarded full tuition scholarship by my program
2014	EMRA representative for the UW Emergency Medicine Residency Program
2013	The American College of Emergency Physicians (ACEP) Medical Student Professionalism and Service Award

- 2013 Glasgow-Rubin Certificate of Commendation for Academic Achievement from the American Medical Women’s Association
- 2013 Drs. Joseph, Joseph C. & Frank Dean Scholarship for Academic Excellence
- 2013 Honors in Research from the University of Wisconsin School of Medicine and Public Health
- 2012 *Alpha Omega Alpha (AOA)*
- 2012 Selected for TRIUMPH (Training in Urban Medicine and Public Health) Program
- 2011 Marvin E. Watts Scholarship for Academic Excellence
- 2011 UW School of Medicine and Public Health Student Leadership Award
- 2008-2009 Alpha Sigma Nu (Jesuit University Honor Society)
- 2007 Honors in Presentation, Biomedical Sciences Summer Research Program
- 2006 and 2008 Marquette University College of Health Sciences Scholarship
- 2006-2009 Dean’s List (7 Consecutive Semesters)
- 2005-2009 Marquette University Honors Program
- 2005-2009 *Alpha Epsilon Delta (Pre-Medical / Pre-Dental Honor Society)*
- 2005-2009 Marquette University Ignatius Scholarship for Academic Excellence

Grants

- 2020-2025 **Principle Investigator**
American Medical Association, Reimagining Residency Grant Consortium Full Grant
“Development of a Unified System of Assessment and Predictive Learning Analytics Utilizing Entrustable Professional Activities Across Emergency Medicine Residency Programs”
- 2019-2020 **Principle Investigator**
American Medical Association, Reimagining Residency Grant Consortium Planning Grant
“Development of a Unified System of Assessment and Predictive Learning Analytics Utilizing Entrustable Professional Activities Across Emergency Medicine Residency Programs”
- 2019-2021 **Co-Investigator**
SAEM Foundation Education Research Grant
“Development of a Simulation Curriculum and Web-Based Modules to Teach Core EPA 10”
- 2019-2021 **Co-Investigator**
EMF/CORD Emergency Medicine Education Starter Grant
“Use of an Online Simulation Platform for Assessing Entrustable Professional Activities During Transition into Residency”

Publications

PEER REVIEWED JOURNALS

- 2020 **Caretta-Weyer HA**, Chan T, Bigham BL, Kinnear B, Huwendiek S, Schumacher D. If we could turn back time: imagining time-variable, competency-based education in the context of COVID-19. *Under review.*
- 2020 Thoma B, **Caretta-Weyer HA**, Schumacher DJ, Warm E, Hall AK, Hamstra SJ, Cavalcanti R, Chan T. Becoming a deliberately developmental organization: using competency-based assessment data for organizational development. *Under Review.*

- 2020 Schumacher DJ, **Caretta-Weyer HA**, Busari J, Carraccio C, Damodaran A, Gruppen LD, Hall AK, Kinnear B, Warm E, ten Cate O. Competency-based, time-variable training internationally: ensuring practical next steps in the wake of the COVID-19 pandemic. *Under Review*.
- 2020 Hall AK, Schumacher DJ, Thoma B, Caretta-Weyer HA, Kinnear B, Gruppen L, Cook LJ, Van Melle E. Outcomes of competency-based medical education: a taxonomy for shared language. *Under Review*.
- 2020 Chan T, Oswald A, Hauer KE, **Caretta-Weyer HA**, Nousiainen MT, Cheung WJ. Diagnosing conflict: conflicting data, interpersonal conflict, and conflicts of interest in clinical competency committees. *Under Review*.
- 2020 McKerrow I, Carney PA, **Caretta-Weyer H**, Furnari M, Miller Juve A. Trends in medical students' stress, physical, and emotional health through training. *Medical Education Online*. 2020 Dec;25(1):1709278.
- 2019 Burns WP, Hartman ND, Weygandt PL, Jones SC, **Caretta-Weyer HA**, Moore KG. Critical electrocardiogram curriculum: setting the standard for flipped-classroom EKG instruction. *Western Journal of Emergency Medicine*. 2019 Dec 18;21(1):52-57.
- 2019 **Caretta-Weyer HA**, Gisondi MA. Design your clinical workplace to facilitate competency-based education. *Western Journal of Emergency Medicine*. 2019. Epub ahead of print.
- 2019 **Caretta-Weyer HA**. Transitions to practice: a novel life skills curriculum for emergency medicine residents. *Western Journal of Emergency Medicine*. Jan;20(1):100-104.
- 2019 Schnapp BH, **Caretta-Weyer HA**, Cortez E, Heinrich SA, Kraut AS, Lloyd CM, Silvester C, Sorge RM, Wain A, Gottlieb M. Curated collections of clinician educators: five key papers on graduated responsibility in residency education. *Cureus*. 2019 Apr 4;11(4):e4383.
- 2019 Kraut AS, Omron R, **Caretta-Weyer H**, Jordan J, Manthey D, Wolf SJ, Yarris LM, Johnson S, Kornegay J. The flipped classroom: a critical appraisal. *Western Journal of Emergency Medicine*. 2019 May;20(3):527-536.
- 2018 Quinn A, Chan TM, Sampson C, Grossman C, Butts C, Casey J, **Caretta-Weyer H**, Gottlieb M. Curated collections for educators: five key papers on evaluating digital scholarship. *Cureus*. 2018 Jan;10(1):e2021.
- 2017 **Caretta-Weyer HA**, Kraut AS, Kornegay JG, Yarris LM. The view from over here: a framework for multisource feedback. *Journal of Graduate Medical Education*. 2017 Jun;9(3):367-368.
- 2017 Kornegay JG, Kraut AK, Manthey D, Omron R, **Caretta-Weyer HA**, Kuhn G, Martin S, Yarris LM. Feedback in medical education: a critical appraisal. *AEM Education and Training*. 2017 Apr;1(2):98-109.
- 2014 Schmocker RK, **Caretta-Weyer HA**, Weiss JM, Ronk K, Havlena J, Loconte NK, Decker M, Smith MA, Greenberg CC, Neuman HB. "Determining breast cancer axillary surgery within the surveillance epidemiology and end results-Medicare database." *Journal of Surgical Oncology*. 2014 Jun;109(8):756-759.

- 2013 **Caretta-Weyer HA**, Greenberg CG, Wilke LG, Weiss J, LoConte NK, Decker M, Steffens NM, Smith MA, Neuman HB. "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*. 2013 Dec;20(13):4145-52.
- 2012 **Caretta-Weyer HA**, Sisney GA, Beckman C, Burnside ES, Salkowski LR, Strigel RM, Wilke LG, Neuman HB. "Impact of axillary ultrasound and core needle biopsy on the utility of intra-operative frozen section analysis and treatment decision-making in women with invasive breast cancer." *American Journal of Surgery*. 2012 Sep;204(3):308-14.
- 2010 Mantsch JR, Weyer AD, Vranjkovic O, Beyer CE, Baker DA, **Caretta HA**. "Involvement of noradrenergic neurotransmission in the stress- but not cocaine-induced reinstatement of extinguished cocaine-induced conditioned place preference in mice: role for β -2 adrenergic receptors." *Neuropsychopharmacology*. 2010 Oct; 35(11):2165-2178.

BOOK CHAPTERS

- 2015 **Caretta-Weyer HA**, Hess JM. "Fever." *Pretest Emergency Medicine*. Ed. Rosh AJ, Ed. Barclay-Buchanan CJ. New York: McGraw-Hill Education, 2016. 161-192.
- 2015 **Caretta-Weyer HA**, Hess JM. "GI Bleed." *Pretest Emergency Medicine*. Ed. Rosh AJ, Ed. Barclay-Buchanan CJ. New York: McGraw-Hill Education, 2016. 251-270.

DIGITAL PEER-REVIEWED EDUCATION SCHOLARSHIP

- 2018 **Caretta-Weyer H**, Mitzman J, Jara-Alamonte J. "Education Theory Made Practical 2: Action Learning." In *Education Theory Made Practical: Volume 2*. https://www.researchgate.net/publication/329100621_Education_Theory_Made_Practical_Volume_2
- 2018 **Caretta-Weyer H**, Mitzman J, Jara-Alamone J. "Education Theory Made Practical 2: Action Learning." International Clinician Educators Network (ICENet) Blog. <https://icenetblog.royalcollege.ca/2018/07/17/education-theory-made-practical-2-action-learning/>.
- 2017 **Caretta-Weyer HA**. Expert Commentary – "My Brain Hurts: Applying Cognitive Load Theory to Emergency Medicine Handoffs." Written by Miller D. Northwestern University Emergency Medicine Blog. <http://www.nuemblog.com/blog/cognitive-load>. Altmetrics pending.
- 2017 **Caretta-Weyer HA**. "So You Wanna Be a Rock Star? Tips for Rock Star Emergency Department Efficiency and Workplace Wellness." Council of Residency Directors in Emergency Medicine (CORD) Blog. <https://cordemblog.wordpress.com/2017/10/16/so-you-wanna-be-a-rockstar/>. Altmetrics pending.

DIGITAL EDUCATION PUBLICATIONS

- 2019 **Caretta-Weyer HA**. "Intracranial Bleed." CDEM Curriculum.
- 2017 **Caretta-Weyer HA**. "Erythema Multiforme." Clinical Decision Support: Emergency Medicine.

- 2017 **Caretta-Weyer HA.** “Staphylococcal Toxic Shock Syndrome.” Clinical Decision Support: Emergency Medicine.
- 2017 **Caretta-Weyer HA.** “Stevens Johnson Syndrome.” Clinical Decision Support: Emergency Medicine.
- 2017 **Caretta-Weyer HA.** “Streptococcal Toxic Shock Syndrome.” Clinical Decision Support: Emergency Medicine.
- 2017 **Caretta-Weyer HA.** “Tinnitus.” Clinical Decision Support: Emergency Medicine.
- 2017 **Caretta-Weyer HA.** “Toxic Epidermal Necrolysis.” Clinical Decision Support: Emergency Medicine.
- 2016 **Caretta-Weyer HA, Thompson RJ.** “Cavernous Sinus Thrombosis.” CORD Mock E-Oral Cases.
- 2016 **Caretta-Weyer HA, Thompson RJ.** “Neuroleptic Malignant Syndrome.” CORD Mock E-Oral Cases.
- 2016 **Caretta-Weyer HA, Thompson RJ.** “Blast Crisis.” CORD Mock E-Oral Cases. In Press.
- 2015 **Caretta-Weyer, HA:** Ocular Emergencies, in Gottlieb M, Habrat D, Sheehy M, Zidovetzki S, Chou A (eds): ALiEM In-Training Exam Prep: Emergency Medicine, ed 1. San Francisco: ALiEM Publishing, 2016.
- 2015 **Caretta-Weyer, HA.** Dermatologic Emergencies, in Gottlieb M, Habrat D, Sheehy M, Zidovetzki S, Chou A (eds): ALiEM In-Training Exam Prep: Emergency Medicine, ed 1. San Francisco: ALiEM Publishing, 2016.
- 2014 **Caretta-Weyer HA, Hess JM.** “Approach to Pediatric Respiratory Distress.” CDEM Curriculum.
- 2014 **Caretta-Weyer HA, Hess JM.** “Approach to Pediatric Shock.” CDEM Curriculum.
- 2014 **Caretta-Weyer HA, Hess JM.** “Croup.” CDEM Curriculum.

SIMULATION CASES

- 2015 **University of Wisconsin Emergency Medicine Residency Program SimWars**
Salicylate Overdose presenting with Difficulty Hearing
- 2015 **University of Wisconsin Emergency Medicine Residency Program SimWars**
LVAD Disasters – Mediastinitis and Unstable Ventricular Tachycardia
- 2014 **University of Wisconsin Emergency Medicine Residency Program SimWars**
Uterine Inversion and Post-Partum Hemorrhage + Apneic Neonate
- 2014 **University of Wisconsin Emergency Medicine Clerkship**
Ectopic Pregnancy with Positive FAST Exam

2014 **University of Wisconsin Emergency Medicine Clerkship**
Undifferentiated Altered Mental Status (Delirium Tremens)

Presentations

INTERNATIONAL

- 2020 **Caretta-Weyer H.** Discordance Between Competency-Based Assessment Using a Global Versus Reductionist Approach in the Transition to Residency. (Symposium) International Conference on Residency Education (ICRE), Annual Meeting, Vancouver, British Columbia.
Selected as Top Three Education Research Abstract
- 2020 **Caretta-Weyer H,** Alvarez A, Fant A, Schreurs S, Thoma B. The Match Is Broken: A New Approach to Recruitment and Selection in a Competency-Based World. (Symposium) International Conference on Residency Education (ICRE), Annual Meeting, Vancouver, British Columbia.
- 2020 Kinnear B, **Caretta-Weyer H,** Sebok-Syer S, Sall D, Kelleher M, Schauer D, Warm E. Making the Leap from Observation to Outcomes in Competency-Based Assessment: The Time is Now. International Conference on Residency Education (ICRE), Annual Meeting, Vancouver, British Columbia.
- 2020 **Caretta-Weyer H,** Sebok-Syer S. One Size Does NOT Fit All: Utilizing Learner Handovers for Individualized Learning Plans To Bridge Key Transitions. International Conference on Residency Education (ICRE), Annual Meeting, Vancouver, British Columbia.
- 2020 **Caretta-Weyer H,** Schumacher D, Gisoni M, Fant A, Sebok-Syer S. The Future is Now: The Promises and Pitfalls of Competency-Based Medical Education. International Conference on Residency Education (ICRE), Annual Meeting, Vancouver, British Columbia.
- 2020 **Caretta-Weyer H,** Fant A, Sebok-Syer S. Do You Have a Minute? Best Practices for Taking Your CCC Out of the Hallway. International Conference on Residency Education (ICRE), Annual Meeting, Vancouver, British Columbia.
- 2020 Miller D, **Caretta-Weyer H,** Sebok-Syer S. Knowing the Tools in Your Assessment Toolkit. International Conference on Residency Education (ICRE), Annual Meeting, Vancouver, British Columbia.
- 2020 **Caretta-Weyer HA.** Utilizing a Change Management Framework to Implement Competency-Based Medical Education in Emergency Medicine Training Programs. The Association for Medical Education in Europe (AMEE), Annual Meeting, Glasgow, Scotland.
Presented Digitally
- 2020 **Caretta-Weyer HA.** Discordance Between Competency-Based Assessment Using a Global Versus Reductionist Approach in the Transition to Residency. Canadian Conference on Medical Education (CCME), Annual Meeting, Vancouver, British Columbia.
- 2019 **Caretta-Weyer H.** Development of a Medical Education Scholarship Track Within a Residency Career Enrichment Program. The Association for Medical Education in Europe (AMEE), Annual Meeting, Vienna, Austria.

- 2019 Chung W, Chan T, **Caretta-Weyer H**, Iobst W, Gofton W. Essentials of Assessment in a Competency-Based Era 2.0. International Conference on Residency Education (ICRE), Annual Meeting, Ottawa, Ontario.
- 2018 **Caretta-Weyer H**. Competency-Based Handovers to Graduate Medical Education: A Framework to Bridge the Transition. International Conference on Residency Education (ICRE), Annual Meeting, Halifax, Nova Scotia.
- 2018 **Caretta-Weyer H**. Competency-Based Handovers to Graduate Medical Education: A Framework to Bridge the Transition. World Summit on Competency-Based Medical Education (CBME). Basel, Switzerland.
- 2018 **Caretta-Weyer H**. Summative Entrustment Decisions in Medical Education: Defining a Program of Assessment for Entrustment or Clinical Competency Committees. World Summit on Competency-Based Medical Education (CBME). Basel, Switzerland.
- 2018 **Caretta-Weyer H**. 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 (CBME). Basel, Switzerland.
- 2018 **Caretta-Weyer H**. Bridging the Transition: Competency-Based Handovers from Undergraduate to Graduate Medical Education. World Summit on Competency-Based Medical Education (CBME). Basel, Switzerland.
- 2018 **Caretta-Weyer H**. Defining a Program of Assessment to Inform Summative Entrustment Decisions in Undergraduate Medical Education Utilizing Entrustable Professional Activities. The Association for Medical Education in Europe (AMEE), Annual Meeting, Basel, Switzerland.
- 2018 **Caretta-Weyer H**. Competency Based Assessment Using a Top-Down Versus a Bottom-Up Approach Within a Transitions to Residency Course. University of Illinois-Chicago, Annual MHPE Summer Conference, Chicago, IL.
- NATIONAL
- 2020 **Caretta-Weyer H**, Gisondi M, Yarris L, Sebok-Syer S. The Wave of the Future? The Promises and Pitfalls of Competency-Based Medical Education. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Denver, CO. *Cancelled for COVID*
- 2020 **Caretta-Weyer H**, Sebok-Syer S. One Size Does Not Fit All: Utilizing Learner Handovers for Individualized Learning Plans. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Denver, CO. *Cancelled for COVID*
- 2020 **Caretta-Weyer H**, Parekh K, Sebok-Syer S. Do You Have a Minute? Best Practices for Taking Your CCC Out of the Hallway. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Denver, CO. *Cancelled for COVID*
- 2020 Miller D, **Caretta-Weyer H**, Sebok-Syer S. Knowing the Tools in Your Assessment Toolkit. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Denver, CO. *Cancelled for COVID*

- 2020 Chan T, Stehman C, Jordan J, Siegelman J, Cooney R, Cheung W, Sebok-Syer S, Pusic M, **Caretta-Weyer H**, Hall A, Sherbino J, Gottlieb M. Defining the Future of Assessment in Medical Education: A Consensus-Building Workshop. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Denver, CO. *Cancelled for COVID*
- 2020 Earl Royal E, Miller D, Gallegos M, Dixon W, **Caretta-Weyer H**, Sebok-Syer S, Alvarez A. Implicit Bias in the Electronic Standardized Letter of Evaluation in Advanced EM Clerkship Rotations. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Denver, CO. *Presented Virtually*
- 2020 **Caretta-Weyer HA**. Discordance Between Competency-Based Assessment Using a Global Versus Reductionist Approach in the Transition to Residency. Accreditation Council for Graduate Medical Education, Annual Meeting, San Diego, CA.
Selected as Top Ten Education Research Abstract
- 2020 **Caretta-Weyer H**, Sebok-Syer S, Gisondi M, Yarris L. The Wave of the Future? The Promises and Pitfalls of Competency-Based Medical Education. Accreditation Council for Graduate Medical Education, Annual Meeting, San Diego, CA.
- 2020 **Caretta-Weyer H**, Sebok-Syer S. Do You Have a Minute? Best Practices for Taking Your CCC Out of the Hallway. Accreditation Council for Graduate Medical Education, Annual Meeting, San Diego, CA.
- 2020 **Caretta-Weyer H**. Development of a Medical Education Scholarship Track Within a Residency Career Enrichment Program. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, New York, NY.
- 2020 **Caretta-Weyer H**, Kulkulski P. Fellowship or Bust. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, New York, NY.
- 2019 **Caretta-Weyer HA**. Residency Selection Within a Competency-Based Medical Education System: Will We Need to Change Our Approach? Learn Serve Lead, Annual Meeting of the Association of American Medical Colleges, Phoenix, AZ.
- 2019 **Caretta-Weyer HA**. Development of a Unified System of Assessment and Predictive Learning Analytics Utilizing Entrustable Professional Activities Across Emergency Medicine Residency Programs. ChangeMedEd, American Medical Association, Annual Meeting, Chicago, IL.
- 2019 **Caretta-Weyer HA**. Discordance Between Competency-Based Assessment Using a Global Versus Reductionist Approach for Medical Students. Society for Academic Emergency Medicine Academic Assembly, Annual Meeting, Las Vegas, NV.
- 2019 **Caretta-Weyer HA**. Competency-Based Handovers to Graduate Medical Education: A Framework to Bridge the Transition. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, Seattle, WA.
- 2019 **Caretta-Weyer HA**. Design of an Emergency Medicine Simulation-Based Assessment of Multiple Entrustable Professional Activities (EPAs) Within a Transitions to Residency Course. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, Seattle, WA.

- 2019 **Caretta-Weyer HA**, Tichter S. A Needs Assessment for the Development of “Orphan” Topic Curricular Toolkits. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, Seattle, WA.
- 2019 **Caretta-Weyer H**, Jones D. Winning the P&T Game: How to Optimize Your Time Management for Academic Productivity. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, Seattle, WA.
- 2019 **Caretta-Weyer H**, Tichter S. Developing a Curricular Toolkit for Broad Programmatic Dissemination. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, Seattle, WA.
- 2019 **Caretta-Weyer H**, Kulkulski P. Fellowship or Bust. Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly, Annual Meeting, Seattle, WA.
- 2019 **Caretta-Weyer H**, Parekh K. Defining a Structured Program of Assessment for Clinical Competency Committee. Accreditation Council for Graduate Medical Education, Annual Meeting, Orlando, FL.
- 2018 Ryan M, **Caretta-Weyer H**, Obeso V, Ocampo R, Yingling S. Incorporating Workplace-Based Assessment Into a Core EPA-Oriented Curriculum. Learn Serve Lead, Annual Meeting of the Association of American Medical Colleges, Austin, TX.
- 2018 **Caretta-Weyer HA**. “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.” Society for Academic Emergency Medicine (SAEM) Academic Assembly, Annual Meeting, Indianapolis, IN.
- 2018 **Caretta-Weyer HA**. “Life Lessons: A Transitions to Practice Curriculum for Emergency Medicine Residents.” Society for Academic Emergency Medicine (SAEM) Academic Assembly, Annual Meeting, Indianapolis, IN.
- 2018 **Caretta-Weyer HA**. “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 (CORD) Academic Assembly, Annual Meeting, San Antonio, TX.
- 2018 **Caretta-Weyer HA**, Kornegay J. “Feedback in Action: Making the Learner-Centric Paradigm Work for You and Your Faculty.” Council of Residency Directors (CORD) Academic Assembly, Best Practices Track, Annual Meeting, San Antonio, TX.
- 2018 **Caretta-Weyer HA**, MacVane C, Wells K. “Welcome to Middle Management: Keys to Success No One Taught You on Managing People as a New Chief Resident.” Council of Residency Directors (CORD) Academic Assembly, Chief Resident Track, Annual Meeting, San Antonio, TX.
- 2017 **Caretta-Weyer HA**. “How to Work Smarter: A Crash Course in Time Management and Efficiency in the ED and Workplace Wellness.” Council of Residency Directors (CORD) Academic Assembly, Annual Meeting, Fort Lauderdale, FL.

- 2016 **Caretta-Weyer HA**, Hess JM. “Working Within Diverse Communities: Development of a Health Disparities Curriculum for an Academic Emergency Medicine Residency Program.” Society for Academic Emergency Medicine (SAEM) Academic Assembly, Annual Meeting, New Orleans, LA.
- 2016 **Caretta-Weyer HA**, Hess JM, Bagwell SW, Westergaard MC, Seibert CS. “Upstream from the Emergency Department: An Integrative Case for First-Year Medical Students.” Council of Residency Directors (CORD) Academic Assembly, Best of the Best oral presentations, Annual Meeting, Nashville, TN.
- 2016 **Caretta-Weyer HA**, Hess JM. “Working Within Diverse Communities: Development of a Health Disparities Curriculum for an Academic Emergency Medicine Residency Program.” Council of Residency Directors (CORD) Academic Assembly, Annual Meeting, Nashville, TN.
- 2016 **Caretta-Weyer HA**, Wilbanks MD, Snow BS, Kraut AS, Barclay-Buchanan CJ, Westergaard MC. “360 Degree Feedback: A Novel Format for a Program Evaluation Committee in an Academic Emergency Medicine Residency Program.” Council of Residency Directors (CORD) Academic Assembly, Annual Meeting, Nashville, TN.
- 2015 **Caretta-Weyer HA**, Hess, JM. “Development of a Health Disparities Curriculum for an Academic Emergency Medicine Residency Program.” Association of American Medical Colleges (AAMC) Learn Serve Lead Medical Education Meeting, Annual Meeting, Baltimore, MD.
- 2015 **Caretta-Weyer HA**, Masters MM, Tillman DS, Hess JM. “Bridging the Gap: Implementation of a Near-Peer Resident-Medical Student Mentoring Program Within an Academic Emergency Medicine Residency Program.” Council of Residency Directors (CORD) Academic Assembly, Annual Meeting, Phoenix, AZ.
- 2011 **Caretta-Weyer HA**, Sisney GA, Beckman CW, Neuman HB. “Is there a role for routine axillary ultrasound in the pre-operative management of patients with breast cancer?” Academic Surgical Congress, Annual Meeting, Huntington Beach, CA
- 2009 Mantsch JR, Weyer AD, **Caretta HA**. “Role of Adrenergic Receptors in the Reinstatement of Extinguished Cocaine-Induced Conditioned Place Preference by Cocaine, Forced Swim Stress, and Yohimbine in Mice.” Society for Neuroscience, Annual Meeting, Chicago, IL.
- 2009 Mantsch JR, Weyer AD, **Caretta HA**. “Role of Adrenergic Receptors in the Reinstatement of Extinguished Cocaine-Induced Conditioned Place Preference by Cocaine, Forced Swim Stress, and Yohimbine in Mice.” College on Problems of Drug Dependence, Annual Meeting, Reno, NV.
- REGIONAL
- 2020 **Caretta-Weyer H**, Sebok-Syer S. Do You Have a Minute? Best Practices for Taking Your CCC Out of the Hallway. Western Group on Educational Affairs (WGEA), Annual Meeting, Monterey, CA. *Cancelled for COVID*
- 2019 **Caretta-Weyer H**, Lupi C, Hyderi A, Mejicano G. A Practical Approach to Implementing the 13 Core Entrustable Professional Activities. Western Group on Educational Affairs (WGEA), Annual Meeting, Reno, NV.

- 2018 **Caretta-Weyer HA**, Mejicano G. “Core EPA 'Toolkits' to Foster Successful Implementation of the EPAs in UME.” Western Group on Educational Affairs (WGEA), Annual Meeting, Denver, CO.
- 2018 **Caretta-Weyer HA**, Mejicano G. “An 'Unconference' Approach to the Nuts and Bolts of Implementing the 13 Core Entrustable Professional Activities.” Western Group on Educational Affairs (WGEA), Annual Meeting, Denver, CO.
- 2018 Richards B, **Caretta-Weyer HA**, Boscardin C, Colbert-Getz J. “The UME-EPA Train Has Left the Station: But Where is it Going and Will it Get There?” Western Group on Educational Affairs (WGEA), Annual Meeting, Denver, CO.
- 2018 Souza K, Cohen Z, **Caretta-Weyer HA**, Ito T, Davis J, Boswer J. “Disruptive Innovation in Curriculum.” Western Group on Educational Affairs (WGEA), Annual Meeting, Denver, CO.
- 2018 **Caretta-Weyer HA**. “Resuscitate Your Lectures: How to Give Keynote-Worthy Talks Every Time.” Oregon Health & Science Symposium on Educational Excellence, Portland, OR.
- 2018 **Caretta-Weyer HA**. “What Do I See, Hear, and Smell When I Walk into the Room? A Team-Based Learning Curriculum for Emergency Medicine Oral Board Exam Preparation.” Oregon Health & Science Symposium on Educational Excellence, Portland, OR.
- 2018 **Caretta-Weyer HA**. “Life Lessons: A Transitions to Practice Curriculum for Emergency Medicine Residents.” Oregon Health & Science Symposium on Educational Excellence, Portland, OR.
- 2018 **Caretta-Weyer HA**, Schedin P. “Paying it Forward: A Unique Approach to Junior Faculty Professional Development in the Basic Sciences.” Oregon Health & Science Symposium on Educational Excellence, Portland, OR.
- 2017 **Caretta-Weyer HA**. “How to Work Smarter: A Crash Course in Time Management, Education Scholarship Productivity, and Academic Wellness.” Oregon Health & Science Symposium on Educational Excellence, Portland, OR.
- LOCAL
- 2016 **Caretta-Weyer HA**, Hess JM. “Working Within Diverse Communities: Development of a Health Disparities Curriculum for an Academic Emergency Medicine Residency Program.” University of Wisconsin School of Medicine and Public Health Annual Medical Education Day, Madison, WI.
- 2016 Tillman DS, Santistevan J, **Caretta-Weyer HA**, Wilbanks MW, Hess JM. “An EM Specific Bootcamp for the Transition from Preclinical to Clinical Years.” University of Wisconsin School of Medicine and Public Health Annual Medical Education Day, Madison, WI.
- 2016 **Caretta-Weyer HA**, Brewer DC, Sharp BR, Lee AW. “Going Home: An Evaluation of Emergency Department Discharge Instruction Content.” University of Wisconsin Hospital and Clinics Annual Quality Improvement Symposium, Madison, WI.

- 2015 **Caretta-Weyer HA**, Masters MM, Tillman DS, Hess JM. “Bridging the Gap: Implementation of a Near-Peer Resident-Medical Student Mentoring Program Within an Academic Emergency Medicine Residency Program.” University of Wisconsin School of Medicine and Public Health Annual Medical Education Day, Madison, WI.
- 2013 **Caretta-Weyer HA**, Collier A. “The Child Death Review: A Focus on Abusive Head Trauma and Related Education for New Parents in Milwaukee County.” Annual TRIUMPH Presentation Day, Milwaukee, WI.
- 2011 **Caretta-Weyer HA**, Sisney GA, Beckman CW, Neuman HB. “Is there a role for routine axillary ultrasound in the pre-operative management of patients with breast cancer?” University of Wisconsin School of Medicine and Public Health Student Research Day, Madison, WI.
- 2011 Vranjkovic O, Weyer AD, Hang S, **Caretta HA**, Mantsch JR. “The Role of the Beta 2 Noradrenergic Receptor in Reinstatement of Extinguished Cocaine-Induced Place Preference.” Meeting of the Milwaukee Chapter of the Society for Neuroscience, Annual Meeting, Milwaukee, WI.
- 2008 **Caretta HA**, Mantsch JR. “Reinstatement of Extinguished Conditioned-Place Preference by Yohimbine but Not Cocaine is Blocked by the Beta-Adrenergic Receptor Antagonist, Propranolol.” Marquette University Biomedical Sciences Summer Research Program, Milwaukee, WI.
- 2007 **Caretta HA**, Mantsch, JR. “Cocaine- and Stressor-Induced Reinstatement of Extinguished Conditioned-Place Preference in Mice.” Marquette University Biomedical Sciences Summer Research Program, Milwaukee, WI.

PODCASTS/WEBINARS

- 2019 **Guest Host, Key Literature in Medical Education (KeyLIME) Podcast** – “Debriefing and Feedback – Two Sides of the Same Coin?” Aired 4 November, 2019.
- 2019 **Guest Host, Key Literature in Medical Education (KeyLIME) Podcast** – “Equity, Diversity, and Inclusiveness. Too Little. Too Long.” Aired 29 October, 2019.
- 2019 **CORD Connects** – “Clinical Competency Committee Best Practices.” Council of Residency Directors in Emergency Medicine Monthly Webinar Series.

INVITED LECTURES/GRAND ROUNDS

- 2020 **Harvard Affiliated Emergency Medicine Residency Program** – “You’ll Shoot Your Eye Out and Other Ophthalmologic Disasters”
- 2020 **Stanford University Clinical Teaching Seminar Series** – “Learner Assessment and Entrustable Professional Activities”
- 2020 **Northwestern Emergency Medicine Residency Program** – “Early Experiences with COVID-19”
- 2020 **Oregon Health & Sciences University Education Scholars Program** – “Education Research Consults”

2020 **University Hospitals/Case Western Reserve University Emergency Medicine Residency Program** – ““You’ll Shoot Your Eye Out and Other Ophthalmologic Disasters”

2020 **Stanford University Teaching and Mentoring Academy** - “The Promise of Competency-Based Medical Education: Using Entrustable Professional Activities and Learning Analytics to Individualize Training”

ACADEMIC LECTURES/SESSIONS

2020 **Stanford University Emergency Medicine Education Fellows Conference** – “How to Peer Review”

2020 **Stanford University Emergency Medicine Education Fellows Conference** – “Individualized Learning – How Do We Get There?”

2020 **SOMGEN 219 Introduction to Medical Education Online, Stanford University School of Medicine** – “Feedback”

2020 **SOMGEN 219 Introduction to Medical Education Online, Stanford University School of Medicine** – “Resuscitate Your Lectures: How to Give Keynote-Worthy Talks Every Time”

2020 **Stanford University Emergency Medicine Residency Program** – “Change Management 101”

2020 **Stanford University Emergency Medicine Residency Program** – “Transplant Complications”

2020 **Stanford University Emergency Medicine Residency Program** – “Allergic Reactions”

2020 **Stanford University Emergency Medicine Residency Program** – “Hematologic Emergencies”

2020 **Stanford University Emergency Medicine Residency Program** – “Endocrine Disease”

2020 **SOMGEN 219 Introduction to Medical Education, Stanford University School of Medicine** – “Adult Learning Theory”

2020 **SOMGEN 219 Introduction to Medical Education, Stanford University School of Medicine** – “Resuscitate Your Lectures: How to Give Keynote-Worthy Talks Every Time”

2020 **Stanford University Emergency Medicine Residency Program** – “Workplace-Based Assessment”

2020 **Stanford University Emergency Medicine Residency Program** – “Toxidromes and Poisoning”

2020 **Stanford University Emergency Medicine Residency Program** – “In-Training Exam Review” for two separate interactive sessions

- 2019 **Stanford University School of Medicine Preclinical Course Directors Meeting** – “How to Integrate EPAs Into the Preclinical Curriculum”
- 2019 **Stanford University School of Medicine Required Clerkship Directors Meeting** – “How to Implement the Core EPAs in Your Clerkship”
- 2019 **Stanford University School of Medicine Required Clerkship Directors Meeting** – “Nuts and Bolts of Entrustable Professional Activities”
- 2019 **Stanford University Emergency Medicine Education Fellows Conference** – “Competencies, Milestones, and EPAs, Oh My!”
- 2019 **Stanford University Emergency Medicine Education Fellows Conference** – “Clinical Competency Committee Best Practices”
- 2019 **Stanford University Emergency Medicine Education Fellows Conference** – “Recruitment in a Competency Based System: Will We Need to Change Our Approach?”
- 2019 **Stanford University Education Faculty Meeting** – “Competency-Based Medical Education and Entrustable Professional Activities – The Future of Medical Education?”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Receiving Feedback”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Time Management 101”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Giving Feedback”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Advanced Presentation Skills”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Basic Traumatic Injuries and Advanced Trauma Life Support”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Wide Complex Dysrhythmias”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Rural Emergency Medicine and EMTALA”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Workplace Violence and Disaster Management”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Biliary and Liver Pathology”
- 2019 **Stanford University Emergency Medicine Residency Program** – “GI Bleeding”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Pericardiocentesis Workshop”

- 2019 **Stanford University Emergency Medicine Residency Program** – “Resuscitate Your Lectures: How to Give Keynote-Worthy Talks Every Time”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Against Medical Advice and Capacity”
- 2019 **Stanford University Emergency Medicine Residency Program** – “Team Building and Expectation Setting”
- 2019 **SOMGEN 219 Introduction to Medical Education, Stanford University School of Medicine** – “Assessment”
- 2019 **SOMGEN 219 Introduction to Medical Education, Stanford University School of Medicine** – “Resuscitate Your Lectures: How to Give Keynote-Worthy Talks Every Time”
- 2019 **SOMGEN 219 Introduction to Medical Education, Stanford University School of Medicine** – “Feedback”
- 2019 **Stanford University Emergency Medicine Residency Program** – “In-Training Exam Review” for two separate interactive sessions
- 2018-2019 **Stanford University Emergency Medicine Residency Program** – “Oral Boards Cases” done weekly as part of the Emergency Medicine Foundations curriculum
- 2018 **Oregon Health and Science University Chief Resident Leadership Series** – “How to Work Smarter: A Crash Course in Time Management for the Busy Chief Resident”
- 2018 **Oregon Health and Science University Emergency Medicine Residency Program** – “Transitioning to Practice – Skills You Need to Nab Your First Post-Residency Position”
- 2018 **Oregon Health and Science University Emergency Medicine Residency Program** – “In-Training Exam Review” for three separate interactive sessions
- 2018 **Oregon Health and Science University School of Medicine** – “Why Emergency Medicine?”
- 2018 **Oregon Health and Science University Emergency Medicine Residency Program** – “Morbidity and Mortality Conference”
- 2017 **Oregon Health and Science University Emergency Medicine Residency Difficult Airway Day** – “Awake Nasotracheal Intubation Station”
- 2016-2018 **Oregon Health and Science University Emergency Medicine Residency Simulation Days** – “Oral Boards Review Cases” (recurring every 3 months)
- 2016-2018 **Oregon Health and Science University Emergency Medicine Medical Student Curriculum** – “Oral Boards Review Cases” (recurring every month)
- 2016 **Oregon Health and Science University Emergency Medicine Residency Airway Day** – “Video Laryngoscopy Station”

- 2016 **Madison EMS Advanced Life Support Consortium** – “PEA: The ‘Rhythm’ Everyone Loves to Hate”
- 2016 **University of Wisconsin Emergency Medicine Residency Program Joint Critical Care Conference** – “A Case of Serotonin Syndrome”
- 2015 **University of Wisconsin Emergency Medicine Residency Program** – “Oral Boards Review Series Triple Case”
- 2015, 2016 **University of Wisconsin Emergency Medicine Residency Program** – “Morbidity and Mortality Conference” (September, November, and February)
- 2015 **University of Wisconsin Masters in Physician Assistant Studies Program** – “Endocrine Emergencies Part 1” and “Endocrine Emergencies Part 2”
- 2015, 2016 **UW Emergency Medicine In-Service Review Lecture Series** – “Ophthalmologic Emergencies”
- 2014 **Interesting Case of the Month Series** – “A Case of Stroke Secondary to Hyperemesis Gravidarum Causing Vertebral Artery Dissection And Resultant Basilar Artery Thrombosis”
- 2014 **Ultrasound Case of the Month Series** – “Ocular Ultrasound”

Peer Review and Editorial Service

- 2019-pres Society for Academic Emergency Medicine (SAEM)
Grant Reviewer
- Reviewer for Large Project Grant and Simulation Grant
- 2019-pres Medical Education Online
Peer Reviewer
- Peer reviewer for journal that publishes education scholarship for an international audience across the entire continuum of medical education.
- 2018-pres Western Journal of Emergency Medicine (WestJEM)
Section Editor – Education Scholarship Section
- Pre-screen manuscripts for peer review, assign peer reviewers, collate and synthesize reviewer comments for final submission to the Decision Editor.
- 2018-pres Perspectives in Medical Education
Peer Reviewer
- Peer reviewer for journal that publishes education scholarship for an international audience across the entire continuum of medical education.
- 2018-pres Advances in Health Science Education
Peer Reviewer
- Peer reviewer for journal that publishes education scholarship for an international audience across the entire continuum of medical education.

- 2018-pres Council of Residency Directors in Emergency Medicine (CORD) Academy
Education Research Consults
 - Provide education research step back consults at each CORD Academic Assembly and some SAEM and ACEP Academic Assemblies
- 2017-pres Journal of Graduate Medical Education (JGME)
Peer Reviewer
 - Peer reviewer for journal that publishes education scholarship within graduate medical education.
- 2017-pres Academic Emergency Medicine Education and Training (AEM E&T)
Peer Reviewer
 - Peer reviewer for journal that publishes education scholarship within emergency medicine.
- 2017-pres Western Journal of Emergency Medicine (WestJEM)
Peer Reviewer – Education Scholarship Section
 - Peer review education scholarship manuscript submissions to the journal for publication.
- 2017 Oregon Health and Science University
Education Mini Grant Reviewer
 - Reviewed and education mini grant proposals for funding
- 2014-pres Society for Academic Emergency Medicine
National Conference Scientific Abstract Reviewer
 - Reviewed and scored abstracts for premiere research forum in emergency medicine – 2014 reviewed for health services research abstracts, 2015-present reviewed education abstracts.

Medical Education Curriculum Development, Assessment, and Leadership Experience

- 2019-pres International Competency-Based Medical Education (ICBME) Collaborators
Research Collaborator
 - Develop the research agenda around key issues in competency-based medical education
 - Perform necessary research in cutting edge and controversial topics
 - Write and publish education research in key education research journals regarding issues in competency-based education to advance the field
- 2019-pres Stanford University Department of Emergency Medicine
Precision Education and Assessment Research Lab (PEARL)
 - Serve as a senior scientist in the lab
 - Obtain grant funding for education research projects
 - Perform education research studies
 - Publish lab research in major education research journals
 - Mentor trainees within the lab including medical students, residents, fellows, post-doctoral fellows, and faculty

- 2019-pres Stanford University Department of Emergency Medicine
Strategic Plan Education Strategy Co-Lead
- Develop end goals for the Department's 5-Year Strategic Plan regarding education
 - Design a milestone-based road map to achieve the defined end goals
 - Co-lead a core team of faculty in achieving the action plan and milestones
 - Work with other strategic plan leads to collaborate across initiatives toward shared end goals
 - Provide intermittent strategy updates to the Vice Chair of Strategy
- 2019-pres Stanford University School of Medicine
Core Entrustable Professional Activity (EPA) Implementation Task Force
- Lead a small team of faculty in curriculum design and mapping within the core clerkships to teach the AAMC Core EPAs
 - Design workplace-based assessments and other forms of assessment to capture student performance within the core clerkships on the Core EPAs
 - Develop a dashboard to collate and visualize the data from the clerkship assessments of the Core EPAs
 - Implement an Entrustment Committee for summative entrustment decision-making prior to graduation
- 2019-pres Stanford University School of Medicine Emergency Medicine Clerkships
Director of Evaluation and Assessment
- Revise student assessment forms on a routine basis for both clerkships
 - Provide student grades and final feedback for each sub-internship rotation
 - Write Standardized Letters of Evaluation (SLOEs) for all sub-internship students entering Emergency Medicine
 - Recommend iterative improvements to each clerkship based on evaluation data
 - Develop scholarly activity around the work of both Emergency Medicine clerkships, perform studies, write manuscripts, and publish key findings in the literature for broader dissemination to the education community
- 2019-pres Stanford University Emergency Medicine Residency Program
Year Directed Curriculum Development
- Identify resident needs by class
 - Determine sessions required to meet the identified needs for each class including sessions on communication skills, research methodology, residents as teachers, clinical operations, systems science, the job search, negotiation skills, personal finance, physician wellbeing, and others
 - Implement and evaluate a curriculum to address these class-specific needs and make iterative improvements in response to feedback
- 2019-pres Stanford University Emergency Medicine Residency Program
Mastery Learning Procedure Curriculum Development
- Use the ABEM Model of Clinical Practice to identify all key procedures Emergency Medicine residents must have mastered by the time they graduate residency
 - Utilize consensus methodology among a group of experts to develop a master learning checklist for each procedure
 - Perform standard setting procedures to define passing criteria and critical fails for each procedure
 - Implement this curriculum within the TC Day curriculum and intern orientation
 - Evaluate resident performance and perception of the curriculum

- 2019-pres Stanford University Emergency Medicine Residency Program
Team Challenge (TC) Days Curriculum Development
- Identify resident needs around simulation, procedural skills, and ultrasound skills
 - Design TC Days to address resident needs, potential skill deficits, and rarely performed procedures
 - Curate and deploy session pre-work for resident preparation
 - Design readiness assessment testing for the beginning of each session
 - Organize post-session mind mapping sessions
 - Evaluate the success of the curriculum and make iterative changes
- 2018-pres Stanford University Emergency Medicine Residency Program
Director of Assessment, Evaluation, and Remediation
- Develop new workplace-based assessment tools for real-time assessment for learning for our resident trainees on shift
 - Identify new assessment methods such as multi-source feedback and simulation-based assessment and implement tools to collect these new sources of assessment data
 - Design a learning analytics dashboard for aggregation of assessment data for visualization by the Clinical Competency Committee
 - Determine and implement new summative decision making processes for the Clinical Competency Committee
 - Devise a structure for a residency coaching program to empower individualized learning for each resident based on his or her assessment data in collaboration with a trained faculty coach
 - Oversee all resident individualized learning plans
 - Lead strategic meetings of the program evaluation committee to review residency data and ACGME Common Program Requirements
 - Collate PEC data and provide recommendations to the residency program director regarding programmatic changes
- 2018-pres Stanford University Emergency Medicine Residency Program
Director of Intern Curriculum and Intern Class Coach
- Design the intern orientation curriculum including mastery learning of procedural skills, didactic sessions, and team building exercises as well as the year-long class-directed intern curriculum which focuses on team building and research skills
 - Teach the flipped classroom Foundations course each week including curating the pre-work, running oral boards cases during class, and curating and disseminating post-class quiz questions
 - Serve as mentor and coach for the intern class by meeting with them at a minimum biannually to discuss assessment data, elective planning, and future goal setting
- 2018-pres Stanford University Emergency Medicine Residency Program
Medical Education Line Director and Medical Education Scholarship Track Leader
- Organize all elective offerings within the Medical Education Line
 - Develop a medical education scholarship track including curriculum around assessment, curriculum development, bedside teaching, group facilitation, education research methods, didactic teaching, and faculty development
 - Oversee several electives including the curriculum development and assessment of the Resident as Teacher elective, which is one of the most popular electives offered

- 2018-pres Stanford University Emergency Medicine Residency Program
Director of Foundations Curriculum
- Deploy flipped classroom pre-work to residents each week prior to in-person sessions
 - Teach small group sessions each week or facilitate discussions while senior residents lead the small group cases
 - Assess resident performance utilizing Rosh Review questions each week
 - Serve as the point of contact for the program and for the national team
- 2017-2018 Oregon Health and Science University School of Medicine
Founding Entrustment Committee Member
- Selected for one of four faculty positions on the inaugural OHSU Entrustment Group
 - Utilize multiple sources of assessment data to form a composite assessment of each student's attainment of entrustment on the 13 Core EPAs for Entering Residency
 - Make summative decisions regarding each student's entrustment and recommendations regarding remediation for those who do not attain entrustment at the time of review
 - Compose and publish a manuscript based upon our experiences as an Entrustment Group as part of the AAMC Core EPA Pilot
 - Funded at 0.1 FTE from the School of Medicine
- 2017-2018 Oregon Health and Science University Office of Graduate Medical Education
Chief Resident Leadership Series Co-Director
- Develop a curriculum to address leadership training for chief residents that covers topics such as leadership style, conflict negotiation, middle management, effective mentorship, and providing feedback
 - Identify faculty presenters to convey this content in a meaningful and interactive way to chief residents
 - Facilitate the formation of a community of practice for chief residents from across the institution in order to support one another and share resources and experiences throughout the year
- 2017-2018 Oregon Health and Science University Emergency Medicine Residency Program
Team-Based Learning for Oral Boards Preparation Curriculum Development
- Develop and curate oral boards cases for the residents to practice
 - Assign quality pre-work for the team-based learning
 - Write Individualized Readiness Assessment (IRAT) and Group Readiness Assessment (GRAT) questions
 - Develop team exercises and questions to debrief the oral boards cases in order to dive deeper with the content
 - Curate feedback for the individual in the hot seat and post-exercise follow-up work
 - Feedback thus far in early implementation has been overwhelmingly positive

- 2017-2018 Oregon Health and Science University School of Medicine
Transitions to Residency Emergency Medicine Workshop Director
- Develop and organize stations with standardized patients representing emergent clinical scenarios and assessment forms for each station
 - Develop high fidelity simulation stations representing emergent clinical scenarios
 - Recruit and train faculty facilitators for the workshop
 - Implement the week-long workshop for the 4th year medical student class on a yearly basis
 - Map these experiences to the EPAs for Entering Residency as part of the OHSU competency-based curriculum
 - Develop methods by which we use this workshop to assess the OHSU competencies as well as the 13 Core EPAs for Entering Residency
 - Additionally, begin to look at ways to prepare students to enter residency meeting level 1 ACGME milestones for their specific specialties
- 2017-2018 Oregon Health and Science University School of Medicine
REDEI Electronic Portfolio Competency Tracking System Task Force
- Implement the electronic portfolio system to track competency and EPA achievement of undergraduate medical learners
 - Take feedback from faculty, coaches, and learners regarding the display of assessment data for various purposes
 - Evaluate the implementation and improvement process and develop scholarship opportunities around the electronic portfolio
- 2016-pres Oregon Health and Science University School of Medicine
Core Entrustable Professional Activity (EPA) Pilot Task Force
- Serve as a member of the AAMC Core EPA Pilot task force at OHSU
 - Discuss methods for implementation of the EPAs for Entering Residency at the OHSU School of Medicine
 - Assist with the development of curricula and assessment of the EPAs at OHSU
 - Work to develop methods of tracking each student's EPA progress
 - Contribute to the development of the structure and function of the Entrustment Committee and the necessary data to form entrustment decisions about learners
- 2016-2018 Oregon Health and Science University School of Medicine
Program to Accelerate Competency-Based Education (PACE) Task Force
- Discuss ways in which to develop a true competency-based framework in which students may enter residency at any time point throughout the year
 - Develop time points for entry into the program and entry into GME programs
 - Identify markers of success for learners who participate in this program
 - Develop measures of assessment and markers of progress throughout this program
- 2016-2018 Oregon Health and Science University School of Medicine
Transition to Clinical Experiences Workshop
- Introduce second-year medical students to various aspects of the clerkship and how to approach their various rotations
 - Discuss presentation format, electronic health record use, and debrief rounding observations amongst other elements of the transition in several small group sessions
 - Provide feedback regarding each of these elements as part of the small group sessions
 - Grade Objective Structured Clinical Examinations (OSCEs) and provide feedback to students

- 2016-2018 Oregon Health and Science University School of Medicine
Medical Student Simulation Instructor
- Coordinate and lead monthly medical student simulation cases as part of the 3rd and 4th year emergency medicine clerkship
 - Lead debriefing sessions for the medical students after simulation scenarios
- 2016-2018 Oregon Health and Science University School of Medicine
Clinical Skills Lab Instructor
- Served as a small group instructor for 2nd year medical students learning focused history and physical exam skills (2016)
 - Currently teaching my small group of 1st year medical students principles of epidemiology, ethics, and professionalism (2017)
- 2016-2018 Oregon Health and Science University School of Medicine
Transition to Medical School Workshop
- Introduce first-year medical students to EPA 10 during the first month of medical school by using scenarios to begin to address the initial stabilization of urgent and emergent conditions
 - Run standardized patient and simulation stations on calling for help and initiating stabilization efforts
 - Debrief the scenario with each group and teach key points
- 2015-2016 Academic Life in Emergency Medicine (ALiEM) Chief Resident Incubator
Needs Assessment Developer and Implementer
- Developed a needs assessment for the ALiEM Chief Resident Incubator using educational theory and methods as well as input of mentors and experts.
 - Designed and deployed needs assessment survey to chief residents on the Chief Resident Incubator.
 - Analyzed and reported the data to the leadership team of the Chief Resident Incubator.
- 2015-2016 University of Wisconsin Emergency Medicine Residency
Chief Reviewer for Education Committee Systematic Review
- Performed systematic reviews of off-service rotations including the pediatric ICU, cardiology, and OB/GYN by interviewing residents and collating responses.
 - Formulated recommendations for improvement of these rotations for the rotation director and assisted with implementation of key rotation changes.
- 2015-2016 University of Wisconsin School of Medicine and Public Health
Intern Preparation Course (IPC) Steering Committee Representative
- Represented Emergency Medicine on the steering committee, a select group of individuals responsible for designing the overall and subspecialty intern preparation courses as part of the medical school curriculum redesign process.
 - Developed curriculum for overall intern preparation course for all 4th year medical students and emergency medicine portion for those students matched into EM.
- 2015-2016 University of Wisconsin Emergency Medicine Residency
Curriculum Development of Health Disparities and Difficult Patient Encounters Curriculum for Interns
- Performed needs assessment, authored objectives, and developed expert lecture series/panels, standardized patient encounters, and simulations for each of 9 commonly encountered patient populations or difficult situations in the emergency department.
 - Currently evaluating comfort and knowledge prior to and again after the curriculum.

- 2015 University of Wisconsin Emergency Medicine Residency
Elective Rotation as Assistant Medical Student Clerkship Director
- Worked clinical shifts supervising and teaching medical students at the bedside.
 - Wrote medical student standardized letters of evaluation (SLOE) for residency.
 - Mentored several medical students rotating in the department each month.
- 2015 University of Wisconsin Emergency Medicine Residency
M2 Boot Camp Leader
- Gave lecture regarding pearls and pitfalls of the 3rd year rotation in emergency medicine.
 - Wrote/provided a primer on how to do well on the 3rd year clerkship.
- 2015 University of Wisconsin School of Medicine and Public Health
Case Leader for M4 Core Day
- Led cases of START Triage application with whole of M4 class for core day discussing disaster preparedness and emergency response.
- 2015, 2016 University of Wisconsin School of Medicine and Public Health
Small Group Leader for M2 Integrative Case
- Facilitated group of 30 students discussing a case of drunk driving and the resultant EMS, trauma, hospital, financial, and legal implications of the case.
 - Led several groups discussing key points of the case from the EMS and emergency medicine perspectives as well as reflections on public health and upstream/downstream factors over the course of two days.
- 2014 University of Wisconsin Emergency Medicine Residency
Curriculum Development and Author of Standardized Elective Curriculum
- Authored 15 formalized electives for the residency, including rotation goals and objectives, clinical expectations, didactic expectations, evaluation and feedback, and rotation contacts for each elective.
 - Currently developing 5-6 additional electives to add to the initial consortium of offerings.
- 2014, 2015 University of Wisconsin School of Medicine and Public Health
Small Group Leader for M3 Core Day
- Facilitated small groups discussing health disparities and students' experiences with disparities while on rotations.
 - Debriefed trigger cases which dealt with religion, vaccination refusal, gender discrimination, racism, and patients requesting money from providers.
- 2014, 2015 University of Wisconsin School of Medicine and Public Health
Panelist and Small Group Leader for M1 Integrative Case
- Served on a panel to discuss my experience with public health work during medical school and in residency.
 - Facilitated small groups of first year medical students discussing the upstream determinants of health after they rotated through the emergency department and talked to patients about upstream factors that affect their lives, medical care, and what led to their emergency department visit.

- 2014 University of Wisconsin School of Medicine and Public Health
Cardiovascular Medicine Emergency Medicine Interest Group (EMIG) Review Instructor
- Wrote and presented a case-based review of cardiovascular medicine with the future emergency physician in mind in order to assist second year medical students with reviewing for their cardiovascular medicine block exams.
- 2014-2016 University of Wisconsin School of Medicine and Public Health
Instructor for the Patient, Doctor, and Society Course
- Served as a preceptor and small group director for 2nd year medical students learning focused history and physical exam skills, how to give an oral presentation, and how to write SOAP notes.
 - Taught skills and provided feedback on a weekly basis after encounters with standardized patients.
- 2014 University of Wisconsin Physician Assistant Program
Interdisciplinary Simulation Instructor
- Participated in interdisciplinary simulation education with members of the physician assistant program, pharmacy program, and nursing programs to demonstrate complex patient scenarios that might result in medical errors for the physician assistant class.
- 2014-2016 University of Wisconsin Emergency Medicine Residency
Curriculum Development of Teaching Elective Shifts
- Authored the goals and objectives for newly created teaching shifts in the emergency department.
 - Worked two teaching shifts per month in the ED where my sole purpose on these shifts is to educate medical students and provide teaching pearls to my fellow residents at sign-out.
- 2014 University of Wisconsin Graduate Medical Education (GME)
Clinical Orientation Curriculum Director
- Developed clinical scenarios for inter-specialty orientation tour and curriculum during GME orientation for new interns.
 - Led tours of inter-specialty interns through the clinical scenarios.
- 2014-2016 University of Wisconsin Emergency Medicine Residency
Intern Orientation Month Resident Coordinator
- Coordinated intern orientation month in close conjunction with program administration.
 - Developed orientation curriculum for the new EM interns.
 - Gave lectures and taught workshops for the new EM interns.
- 2014-2015 University of Wisconsin School of Medicine and Public Health
ACLS/ATLS Short Course Instructor
- ATLS instructor for lectures, hands-on skills workshops, and final case evaluation for fourth year medical students in institutional short course.
- 2014-2016 University of Wisconsin Department of Emergency Medicine
Residency Application Workshop Leader
- Served on panels, lectured, and gave advice for third year medical students as part of a two-night residency application workshop.

- 2014-2016 University of Wisconsin Emergency Medicine Residency
Resident Mentor Project Coordinator
- Paired rising 4th year medical students with current UW emergency medicine residents in a near-peer mentoring format in order to guide medical students through the away rotation, application, interview, and match process.
 - Oversaw pairing of mentors with mentees, coordinated key meetings throughout the year, and assessed for successes and improvements at the end of each cycle.
- 2014 University of Wisconsin Emergency Medicine Interest Group
Ultrasound Workshop Instructor
- Taught the hands-on portion of the ultrasound workshop for interested medical students.
- 2013-2016 University of Wisconsin Emergency Medicine Student Clerkship and University of Wisconsin Emergency Medicine Residency Program
Simulation Assistant and Case Author
- Wrote simulation cases for medical students (2) and residents (3).
 - Coordinated and ran medical student simulation cases as part of the 3rd and 4th year emergency medicine clerkship.
 - Coordinated and ran simulation for resident SimWars.
 - Ran debriefing sessions for both medical students and residents after simulation scenarios.

Mentorship of Students and Trainees

- 2019-pres Andy Liu, MD candidate – supervising medical scholars student project piloting workplace-based assessment of residents in the Stanford ED in a mixed-methods feasibility and validity study for 5 hours/week
- 2019-pres Bryn Eisfelder, MD – supervising medical education project pertaining to on shift formalization of teaching and change management around the culture of on-shift didactic teaching for 2 hours/week
- 2019-pres Jeff Sakamoto, MD – supervising Medical Education Scholarship Track project to determine the top 52 blogs and podcasts that are essential for Emergency Medicine residents to listen to or read as part of their practice as well as career mentorship for 2 hours/week
- 2019-pres Keir Warner, MD – supervising multiple medical education projects including new airway curriculum for the residency program and procedural skills curriculum for intern orientation as well as the weekly didactic conference as well as career mentorship
- 2019 Christina Konecny, MD – mentorship around changing specialty and future career goals for 2-4 hours/week
- 2019 Matthew Sullivan, MD – mentorship around changing specialty and future career goals for 2-4 hours/week
- 2018-pres Carl Preiksatis, MD – supervising Medical Education Scholarship projects around mastery learning curriculum development as well as career mentorship for 1-2 hours/week
- 2018-pres Conner Dixon, MD – supervising Medical Education Scholarship Track project using qualitative methods to study psychological safety of residents and faculty around feedback as well as career mentorship for 3 hours/week
- 2018-pres Carol Conceicao, MD – supervising Medical Education Scholarship Track project to redesign the residency procedural skills curriculum to a mastery learning curriculum for all procedures with associated observable practice activities for assessment as well as career mentorship for 4 hours/week originally, now 2 hours/week
- 2017-2020 Isla McKerrow, MD candidate – supervising a research project studying the wellness of students in the old OHSU medical school curriculum compared to the new curriculum and across all four years over time for 2 hours/week

- 2017-pres Sanja Ognjenovic, MD candidate – supervising a research project to determine the top 52 blogs and podcasts that are essential for Emergency Medicine residents to listen to or read as part of their practice for 2 hours/week, mentorship around applying to Emergency Medicine residency programs and away rotations
- 2016-2018 Nick Boespflug, MD – supervised a project to redesign the residency oral boards curriculum to incorporate team-based learning for 4 hours/week

Education-Related Professional Development

- 2020 Stanford University Course on Artificial Intelligence and Machine Learning Basics for Non-Technical Professionals
- 2019 Ins and Outs of Entrustable Professional Activities: An International Course on EPAs
- 2018-2019 Stanford University School of Medicine Clinical Teaching Seminar Series – Honors Certificate in Medical Education Program
- 2017-2018 Academic Life in Emergency Medicine (ALiEM) Faculty Incubator
- 2017-2018 Selected for membership in the Oregon Health and Science University Educator’s Collaborative
- 2017 The Teaching Course
- 2016-pres Graduate student at the University of Illinois-Chicago pursuing a Master’s degree in Health Professions Education
- 2016-2017 Oregon Health and Science University Education Scholars Program
- 2016-2017 American College of Emergency Physicians (ACEP) Teaching Fellowship
- 2015-2016 Academic Life in Emergency Medicine (ALiEM) Chief Resident Incubator
- 2014 Harvard Macy Institute Program for Postgraduate Trainees: Future Academic Clinician Educators

Other Leadership Positions

- 2019-pres **Academic Life in Emergency Medicine (ALiEM) Faculty Incubator**
Core Mentor in charge of Assessment and Scholarship
- 2018-pres **Stanford University Department of Emergency Medicine Emergency Department Management Council (EDMC)**
Residency Representative
- 2018-pres **Emergency Medicine Foundations Curriculum**
Director of Scholarship
- 2018-2019 **Academic Life in Emergency Medicine (ALiEM) Faculty Incubator**
Alumni Mentor
- 2017-2018 **Oregon Health & Science University Entrustment Committee**
Founding member of the inaugural Entrustment Committee which will make summative entrustment decisions regarding learner readiness for graduation based upon achievement of the 13 Core EPAs for Entering Residency
- 2017-pres **Oregon Health and Science University Scholarly Projects Lead**
Education Scholarly Project Mentor for two students – Isla McKerrow and Sanja Ognjenovic
- 2017-2018 **Educator’s Collaborative Scholarship and Innovation Petal**
Petal leader and Executive Committee Member
- 2016-2017 **ACEP Public Health and Injury Prevention Committee**
Sub-committee chair – Workplace Violence Prevention
- 2015-2016 **University of Wisconsin Emergency Medicine Residency**
Chief Resident

- 2014 **University of Wisconsin Emergency Medicine Residency**
Intern Orientation Month Resident Champion/Coordinator
Resident Coordinator/Leader for intern orientation month
- 2014-2016 **University of Wisconsin Emergency Medicine Residency**
EMRA (Emergency Medicine Residents Association) Representative
Program representative from UW to the EMRA Council
- 2014-2016 **University of Wisconsin School of Medicine and Public Health**
Resident Mentor Program Coordinator
Coordinator of resident/medical student pairings and oversight of the mentoring program
- 2014-2015 **University of Wisconsin Hospital and Clinics**
House Officers Association
Emergency Medicine Representative
- 2013-2016 **University of Wisconsin School of Medicine and Public Health**
Emergency Medicine Interest Group
Resident Co-Leader
- 2010-2011 **University of Wisconsin School of Medicine and Public Health**
Inter-House Council
Co-President
- 2010-2011 **University of Wisconsin School of Medicine and Public Health**
House Leader
Leader for one of the five learning communities within the medical school
- 2010-2011 **University of Wisconsin School of Medicine and Public Health**
MEDiC Student-Run Free Clinics
Public Relations Coordinator

Other Committee Work

- 2020-pres **Society of Academic Emergency Medicine Education Committee**
Faculty Member
- 2019-pres **Society for Learning Analytics Research (SoLAR)**
Research Collaborator
- 2019-pres **International Competency-Based Medical Education (ICBME) Collaborators**
Research Collaborator
- 2019-pres **Society of Academic Emergency Medicine Grants Committee**
Faculty Member
- 2019-pres **Clerkship Directors in Emergency Medicine (CDEM)**
Faculty Member
- 2018-pres **Council of Residency Directors in Emergency Medicine Education Committee**
Chair (2019-20) Vice Chair (2018-19) of Education Toolkits Subcommittee
- 2018-pres **Council of Residency Directors in Emergency Medicine Application Process Improvement Task Force**
Faculty Member
- 2018-pres **Council of Residency Directors in Emergency Medicine Academy for Scholarship**
Faculty Member
- 2018-pres **Council of Residency Directors in Emergency Medicine Remediation Task Force**
Faculty Member
- 2018-2019 **Society of Academic Emergency Medicine Graduate Medical Education Committee**
Faculty Member
- 2018-2019 **Society of Academic Emergency Medicine Faculty Development Committee**
Faculty Member

- 2016-2018 **Oregon Health and Science University Emergency Medicine Residency Program Clinical Competency Committee (CCC)**
Member of the Intern Clinical Competency Committee (CCC)
- 2014-2018 **EMRA Education Committee**
Member of the committee
- 2014-2016 **University of Wisconsin Graduate Medical Education (GME) Curriculum Committee**
Resident member
- 2013-2016 **University of Wisconsin Graduate Medical Education (GME) Program Review Subcommittee**
Resident member
- 2013-2018 **EMRA Simulation Committee**
Member of inaugural simulation committee
- 2013-2016 **University of Wisconsin Department of Emergency Medicine Education Committee**
Resident member
- 2013-2016 **University of Wisconsin Department of Emergency Medicine Simulation Interest Group**
Resident member
- 2013-2016 **University of Wisconsin Department of Emergency Medicine Advocacy Committee**
Resident member
- 2010 **University of Wisconsin School of Medicine and Public Health Integrated Cardiovascular Course Curriculum Review Committee**
One of three members to review course and make recommendations
- 2009-2010 **University of Wisconsin School of Medicine and Public Health Student Ethics Board**
One of five first-year members
- 2009 **University of Wisconsin School of Medicine and Public Health Core Committee for Class of 2013 Code of Conduct**
One of ten authors of the Class of 2013 Code of Conduct

Volunteer Experience

- 2013-2015 University of Wisconsin
Medical Control at Camp Randall
- Worked as medical control for football games at Camp Randall Stadium (capacity 80,321).
- 2013 Milwaukee Lakefront Marathon
Physician Volunteer
- Volunteered as a physician in the medical tent at the Lakefront Marathon.
- 2010-2011 University of Wisconsin School of Medicine and Public Health
MEDiC Public Relations Coordinator
- Coordinated public relations activities for the MEDiC student-run free clinics to help ensure continued funding and sustainability of the organization.
- Promoted continued volunteerism at the centers by students, faculty, and community physicians.

- 2010-2011 University of Wisconsin School of Medicine and Public Health
Student Interviewer
- Interviewed prospective students during group interviews and reviewed them in a report submitted to the UWSMPH Admissions Committee.
- 2009-2013 University of Wisconsin School of Medicine and Public Health
MEDiC Volunteer
- Volunteered at the six MEDiC student-run free clinics in the Madison area with a majority of time spent at a preventative medicine clinic and a homeless shelter clinic for women and children.

Professional Organizations

- 2019-present Society for Learning Analytics Research (SoLAR)
2019-present International Competency-Based Medical Education Collaborators (ICBME)
2018-present American Medical Association (AMA)
2016-present Council for Residency Directors in Emergency Medicine (CORD)
2013-present Society for Academic Emergency Medicine (SAEM)
2012-present American College of Emergency Physicians (ACEP)
2012-present Emergency Medicine Resident's Association (EMRA) – Alumni Member
2012-2016 American Academy of Emergency Medicine (AAEM)
2012-2013 American Public Health Association (APHA)
2005-2009 American Medical Student Association (AMSA)

Certifications

- 2021 Advanced Trauma Life Support
2019 Basic Life Support
2019 Advanced Cardiac Life Support
2017 Pediatric Advanced Life Support

Licensure

- 2018-pres California State Medical License, A154704
2016-2019 Oregon State Medical License, MD176616
2015-pres Wisconsin State Medical License, 63283-20