

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

2021-pres Associate Residency Program Director
Stanford University Emergency Medicine Residency Program

2020-pres Associate Fellowship Director
Stanford University Medical Education Scholarship Fellowship

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

2018-2021 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

2021-pres Graduate
Maastricht University
PhD, Medical Education
Thesis: “Residency Selection in Competency-Based Medical Education: Aligning
Priorities and Processes to Achieve a True Continuum of Training”

2016-2021 Graduate
University of Illinois – Chicago
Master of Health Professions Education (MHPE)
Thesis: “The Medical School to Residency Transition: Examining Program
Directors' Expectations and Perspectives”

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 7-8 shifts/month
2018-pres Stanford University School of Medicine students on clinical shifts in the Emergency
Department 7-8 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

2021-pres **Stanford University Committee on MD Admissions**
Voting Member of the Committee

2020-pres **Stanford University School of Medicine Co-Course Director**
SOMGEN 219b – Advances in Medical Education

2020-pres **Stanford University Department of Emergency Medicine**
Associate Medical Education Scholarship Fellowship Director

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 219a – 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**
Associate 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 Lead

Honors/Awards

2022 Marquette University College of Health Sciences Young Alumna of the Year

2021 American Board of Medical Specialties (ABMS) Visiting Scholar

2021 University of Illinois at Chicago Department of Medical Education MHPE Summer Conference Best Paper Award

2020 International Conference on Residency Education (ICRE) Annual Meeting Top Education Research Paper

2020 Accreditation Council for Graduate Medical Education (ACGME) Annual Meeting Top Ten Education Research Abstract

2020 Top Peer Reviewer, Journal of Graduate Medical Education

2020 Stanford University Department of Emergency Medicine Outstanding Educator Award

2020 Nominated for the Emergency Medicine Residents Association (EMRA) 25 Under 45

2019 Stanford University Department of Emergency Medicine Outstanding Educator Award

- 2019 Journal of Graduate Medical Education Outstanding Reviewer
- 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 Journal of Graduate Medical Education Outstanding Reviewer
- 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

- 2022-2023 **Principal Investigator**
Society for Academic Emergency Medicine Foundation Education Project Grant
“*Current Values, Processes, and Outcomes in Emergency Medicine Residency Selection*”

- 2021-2022 **Principal Investigator**
American Board of Medical Specialties Visiting Scholars Grant
“Mapping Assessment Gaps and Defining Processes for Summative Entrustment Decision-Making by Clinical Competency Committees in Emergency Medicine”
- 2021-2022 **Co-Investigator**
American Medical Association, Innovation Grant
“Connecting Education to Clinical Care Using Resident-Sensitive Quality Measures”
Co-Principal Investigators: Benjamin Kinnear, MD, MEd and Jesse Burk-Rafel, MD
- 2021-2022 **Co-Investigator**
Stanford Teaching and Mentoring Academy Grant
“Scaling Up Coaching: Democratizing Quality Coaching in Medical Education”
Principal Investigator: Sarah Williams, MD, MHPE
- 2020-2026 **Principal 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”
- 2020-2022 **Co-Investigator**
The Edward J. Stemmler Medical Education Research Fund
“Conceptualizing and Assessing Interdependent Performance in Collaborative Clinical Environments”
Co-Principal Investigators: Lorelei Lingard, PhD, Stefanie Sebok-Syer, PhD
- 2019-2020 **Principal 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”
Principal Investigator: Danielle Miller, MD
- 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”
Principal Investigator: Cynthia Peng, MD

Publications

PEER REVIEWED JOURNALS

In preparation:

- 2021 **Caretta-Weyer HA**, Schumacher D, Yarris L, Teunissen P, Eva K. Resident selection in medical education: current and alternative conceptualizations. *In preparation as part of Maastricht PhD work.*

- 2021 **Caretta-Weyer HA**, Gisoni MA, Yarris LM, Fant A, Schnapp B, Wolfe C, Sebok-Syer SS. Toward a continuum of specialty training: development and authentication of entrustable professional activities in emergency medicine. *In preparation as part of AMA Reimagining Residency Grant.*
- 2021 Liu X, Gisoni MA, Sebok-Syer SS, **Caretta-Weyer HA**. More feedback please: A pilot case study of a workplace-based assessment application to capture ad hoc entrustment decisions and facilitate on-shift feedback. *In preparation as part of AMA Reimagining Residency Grant.*
- 2021 **Caretta-Weyer HA**, Yarris LM, Gisoni MA, Fant A, Schnapp B, Scott K, Pirotte M, Sebok-Syer SS. Making informed and defensible progression decisions: defining tiered entrustable professional activities for emergency medicine. *In preparation as part of AMA Reimagining Residency Grant.*
- 2021 **Caretta-Weyer HA**, Yarris LM, Jordan J, Kraut AS, Omron R, Manthey D, Wolf SJ, Williamson K, Kornegay J. Remediation in medical education: a critical appraisal. *In preparation for CORD Academy for Scholarship.*
- 2021 **Caretta-Weyer HA**, Burns P, Dixon W, Feltes M, Gallegos M, Kanapicki J, Krzyzaniak S, Morris A, Pokrajac N, Roszczynialski K, Schertzer K, Walker R, Valasquez B, Gisoni MA. Precision education and assessment in emergency medicine. *In preparation as part of Stanford Emergency Medicine Education Strategic Plan.*
- 2021 Gisoni MA, **Caretta-Weyer HA**. The fifth scholarship. *In preparation as part of Precision Education and Assessment Research Lab (PEARL).*
- 2021 **Caretta-Weyer HA**, Yarris L, Humphrey-Murto S, Gottlieb M. Using consensus methods in medical education research: a process and reporting primer. *In preparation, invited for special issue of Academic Emergency Medicine Education & Training.*
- 2021 **Caretta-Weyer HA**, Yarris LM, Schumacher D, Sebok-Syer SS, Kinnear B. Validity evidence in medical education research: a study design and reporting primer. *In preparation, invited for special issue of Academic Emergency Medicine Education & Training.*
- Under review:*
- 2021 **Caretta-Weyer HA**, Schumacher D, Teunissen P. Square peg, round hole: Aligning growth orientation with residency selection to achieve the continuum of competency-based medical education. *Under review.*
- 2021 **Caretta-Weyer HA**, Fant A, Gottlieb M, Leuchten S, Schnapp B, Scott N, Sherbino J, Yarris LM, Chan TM. Curated collections for educators: five key papers on forming and operationalizing a clinical competency committee. *Under review.*
- 2021 **Caretta-Weyer HA**, Park YS, Tekian A, Sebok-Syer SS. Eliminating the blank slate phenomenon: what residency program directors want in a learner handover. *Under review.*
- 2021 **Caretta-Weyer HA**, Sebok-Syer SS, Tekian A, Park YS. Connecting the dots: defining what emergency medicine program directors expect of entering interns based upon the Core Entrustable Professional Activities for Entering Residency. *Under review.*

- 2021 Miller DT, Salzman DH, **Caretta-Weyer HA**, McGaghie WC. Excellence for all: A guide to mastery learning for graduate medical educators. *Under review*.
- 2021 **Caretta-Weyer HA**, Sebok-Seyer SS, Gisondi MA. Precision education and assessment. *Under review*.
- 2021 **Caretta-Weyer HA**, Yarris L. Discordance between competency-based assessment using a global versus reductionist approach in the transition to residency. *Under review*.
- 2021 **Caretta-Weyer HA**, Park YS, Tekian A, Sebok-Syer SS. The invisible bridge: exploring emergency medicine residency program directors' perspectives on the learner handover to bridge the transition to residency. *Under review*.
- 2021 **Caretta-Weyer HA**, Hess, JM. Bridging the gap: development of an experiential learning health disparities curriculum for an emergency medicine residency program. *Under review*.
- 2021 **Caretta-Weyer HA**, Yarris LM, Jones DC, Bengtzen RR, Kornegay JG, Mayersak RJ. Time management strategies for academic emergency medicine educators. *Under review*.
- 2021 Gisondi MA, Michael S, Li Sauerwine S, Brazil V, **Caretta-Weyer HA**, Issenberg B, Giordano J, Lineberry M, Segura Olson A, Burkhardt J, Chan TM. Medical education research labs: purpose, design, promise. *Under review*.

Accepted or published:

- 2022 **Caretta-Weyer HA**. Outcomes-oriented selection: implementing processes to align residency programs and applicants. *Accepted – Academic Medicine*.
- 2021 Hansen M, Harrod T, Bahr N, Schoonover A, Adams K, Kornegay J, Stenson A, Ng V, Plitt J, Cooper D, Scott N, Chinai S, Johnson J, Conlon LW, Salva C, **Caretta-Weyer H**, Huynh T, Jones D, Jorda K, Lo J, Mayersak R, Paré E, Hughes K, Ahmed R, Patel S, Tsao S, Wang E, Ogburn T, Guise J. The effects of leadership curricula with and without implicit bias training on graduate medical education: A multicenter randomized trial. *Acad Med*. 2021 Dec 28.
- 2021 Mayersak RJ, Yarris LM, Tuttle RC, Jones DC, Nelson AM, Bengtzen RR, Kornegay JG, **Caretta-Weyer HA**. Demonstrating your work: a guide to educator's portfolios for graduate medical educators. *J Grad Med Educ*. 2021 Oct;13(5):635-639.
- 2021 Peng CR, Schertzer KA, **Caretta-Weyer HA**, Sebok-Syer SS, Lu W, Tansomboon C, Gisondi MA. Assessment of entrustable professional activities using a web-based simulation platform during transition to emergency medicine residency: mixed methods pilot study. *JMIR Med Educ*. 2021 Nov 17;7(4):e32356.
- 2021 Grabow Moore K, Ketterer A, Wheaton N, Weygandt PL, **Caretta-Weyer HA**, Berberian J, Jordan J. Development, implementation, and evaluation of an open-access, level-specific, core content curriculum for emergency medicine residents. *J Grad Med Educ*. 2021 Oct;13(5):699-710.
- 2021 **Caretta-Weyer HA**, Schumacher DJ. Missing the mark: Alternative sources of variation in graduate milestone achievement. *AEM Educ Train*. 2021 Jul 1;5(3):e10618.

- 2021 Kinnear B, Warm EJ, **Caretta-Weyer HA**, Holmboe E, Turner DA, van der Vleuten C, Schumacher DJ. Entrustment unpacked: aligning purpose, stakes, and processes. *Acad Med*. 2021 Jul 1;96(7S):S56-S63.
- 2021 ten Cate O, Balmer DF, **Caretta-Weyer HA**, Hatala R, Hennis MP, West DC. Entrustable professional activities and entrustment decision making: a development and research agenda for the next decade. *Acad Med*. 2021 Jul 1;96(7S):S96-S104.
- 2021 **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. *Med Teach*. 2021 May 23:1-6.
- 2021 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. *Med Teach*. 2021 May 25:1-9.
- 2021 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. *Med Teach*. 2021 May 26:1-13.
- 2021 Touchie C, Kinnear B, Schumacher D, **Caretta-Weyer HA**, Hamstra S, Hart D, Gruppen L, Ross S, Warm E, ten Cate O. On the validity of summative entrustment decisions. *Med Teach*. 2021 May 21:1-8.
- 2021 Hall AK, Schumacher DJ, Thoma B, **Caretta-Weyer HA**, Kinnear B, Gruppen L, Cook LJ, Frank JR, Van Melle E. Outcomes of competency-based medical education: a taxonomy for shared language. *Med Teach*. 2021 May 26:1-6.
- 2021 Van Melle E, Hall AK, Schumacher DJ, Kinnear B, Gruppen L, Thoma B, **Caretta-Weyer HA**, Cooke LJ, Frank JR. Capturing outcomes of competency-based medical education: the call and the challenge. *Med Teach*. 2021 Jun 12:1-7.
- 2021 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. *Med Teach*. 2021 Jun 28:1-9.
- 2021 Schnapp B, Alvarez A, Bianchi R, **Caretta-Weyer HA**, Jewell C, Kalantari A, Lee E, Miller D, Quinn A. Curated collections for clinician educators: six key papers on residency recruitment. *AEM Educ Train*. 2021 Apr 1;5(2):e10597.
- 2021 Weygandt PL, Jordan J, **Caretta-Weyer HA**, Osborne A, Grabow Moore K. Impact of COVID-19 on emergency medicine education: insights from educators and learners. *AEM Educ Train*. 2021 May 16;5(3):e10603.
- 2020 McKerrow I, Carney PA, **Caretta-Weyer H**, Furnari M, Miller Juv 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

- 2022 **Caretta-Weyer H**. Coproducing a True Continuum of Competency-Based Medical Education. International Clinician Educators (ICE) Blog. <https://icenetblog.royalcollege.ca/2022/01/06/coproducing-a-true-continuum-of-competency-based-medical-education/>
- 2020 Mannix A, Little A, Gallegos M, Thomas A, **Caretta-Weyer H**. Book Club: Forget a Mentor, Find a Sponsor. Academic Life in Emergency Medicine. <https://www.aliem.com/book-club-forget-mentor-find-sponsor/>
- 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, Workshops, and Abstracts

INTERNATIONAL

- 2021 Sherbino J, **Caretta-Weyer H**. Looking back to move forward: Theory and practice that changes residency education. (**Invited Opening Plenary**) International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**. The metrics are garbage: Reimagining residency selection in a competency-based world. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**, Humphrey-Murto, S, Nickell L, Morgan H. The emerging need for learner handover in medical education: Making it work across the continuum. (**Invited Pre-Conference Session**) International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**, Park YS, Tekian A, Sebok-Syer S. Connecting the Dots: Defining What Emergency Medicine Program Directors Expect of Entering Interns Based on the Core Entrustable Professional Activities for Entering Residency. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**, Sebok-Syer S. Eliminating the Blank Slate Phenomenon: What Residency Program Directors Want in a Learner Handover. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**, Park YS, Tekian A, Sebok-Syer S. The Invisible Bridge: Exploring Program Directors' Perceptions of Learner Handover from Medical School to Residency. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**, Kinnear B, Schumacher D. Discovered or co-constructed? Exploring worldviews in competency-based assessment. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**. Utilizing a Change Management Framework to Implement Competency-Based Medical Education in Emergency Medicine Training Programs. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 Cavalcanti R, Chan T, Thoma B, **Caretta-Weyer H**. Learning analytics beyond learners: Providing feedback to supervisors. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 Mejicano G, Lovell E, Hauer K, **Caretta-Weyer H**. Coalition for Physician Accountability Recommendations for the Transition to Residency: the role of CBME. (**Invited Webinar**) International Competency-Based Medical Education Collaborators (ICBME), Held Virtually.
- 2021 **Caretta-Weyer HA**. Addressing the Blank Slate Phenomenon: What Residency Program Directors Want from Medical Schools in a Learner Handover. The Association for Medical Education in Europe (AMEE), Annual Meeting, Virtual.

- 2021 **Caretta-Weyer HA**, Park YS, Tekian A, Sebok-Syer SS. The Invisible Bridge: Exploring Emergency Medicine Residency Program Directors' Perspectives on the Learner Handover to Bridge the Transition to Residency. University of Illinois-Chicago, Annual MHPE Summer Conference, Chicago, IL.
Selected for Best Paper Award
- 2021 **Caretta-Weyer HA**, Park YS, Tekian A, Sebok-Syer SS. Connecting the Dots: Defining What Emergency Medicine Program Directors Expect of Entering Interns Based on the Core Entrustable Professional Activities for Entering Residency. University of Illinois-Chicago, Annual MHPE Summer Conference, Chicago, IL.
- 2021 **Caretta-Weyer H**, Watling C. Strategy and Serendipity: Becoming a Medical Education Scholar. (*Invited Plenary*) International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 2021 **Caretta-Weyer H**, Sebok-Syer S. Do You Have a Minute? Best Practices for Taking Your CCC Out of the Hallway. (*Invited Webinar*) World Summit on Competency-Based Medical Education (CBME), Held Virtually.
- 2021 Schumacher D, Kinnear B, Warm E, **Caretta-Weyer H**. Bringing Clinical Care Measures into Learner Assessment. (*Invited Webinar*) World Summit on Competency-Based Medical Education (CBME), Held Virtually.
- 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, Held Virtually.
Selected as Top Education Research Paper
- 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, Held Virtually.
- 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, Held Virtually.
- 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, Held Virtually.
- 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, Held Virtually.
- 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, Held Virtually.
- 2020 Miller D, **Caretta-Weyer H**, Sebok-Syer S. Knowing the Tools in Your Assessment Toolkit. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.

- 2020 Andrews J, **Caretta-Weyer H**, Triola M, Hammoud M. Reimagining Residency: The AMA Effort to Drive Innovation in Graduate Medical Education. International Conference on Residency Education (ICRE), Annual Meeting, Held Virtually.
- 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 Virtually*
- 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, Held Virtually.
- 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

- 2021 **Caretta-Weyer H.** Threats to the continuum of competency-based medical education: Tackling the alignment of frameworks, assessment and individualized learning. American Medical Association (AMA), Annual Meeting, Virtual.
- 2021 **Caretta-Weyer H,** Chen M, Co JPT, Goldhamer MEJ, Kinnear B. Implications of Certification Based on Readiness to Care for Patients. American Board of Medical Specialties (ABMS), Annual Meeting, Virtual.
- 2021 **Caretta-Weyer HA.** The Metrics Are Garbage: Reimagining Residency Selection in a Competency-Based World. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 **Caretta-Weyer HA,** Sebok-Syer SS, Gisondi MA, Fant AL, Wolfe C, Schnapp BH, Yarris LM. Reimagining Residency Education: The Promises and Pitfalls of Competency-Based Medical Education. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 **Caretta-Weyer HA,** Fant A, Sebok-Syer SS. Do You Have a Minute? Best Practices for Taking Your CCC Out of the Hallway. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 Battaglioli N, Walker LE, Lall MD, Sadosty AT, **Caretta-Weyer HA.** Mentorship Alone Is Not Enough to Reach Your Academic Peak...You Need Coaching, Advising, Mentorship, and Sponsorship! (AWAEM Sponsored). Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 Miller DT, **Caretta-Weyer HA,** Sebok-Syer SS. Know the Tools in Your Assessment Toolkit. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 Kanapicki J, Ignell S, Alvarez A, **Caretta-Weyer HA,** Rider AC, Silverio L, Krzyzaniak S. Making it Personal: Best Practices for Recruiting Applicants in This Impersonal Virtual World. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 Alvarez A, **Caretta-Weyer HA,** Gallegos M, Kanapicki J, Rider A, Silverio L, Urdaneta A, Velasquez B, Washington T, Krzyzaniak S. Holistic Review in EM Residency and #Match2021: Aligning Screening with Institutional Mission, Vision, and Values. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 Mannix A, Butts C, Thomas A, Little A, Gallegos M, **Caretta-Weyer H.** Chief Resident Perspective on Formalized Mentorship in Emergency Medicine Residency. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 Rider AC, Dang B, **Caretta-Weyer HA,** Schertzer K, Gisondi MA. A Mixed-Methods Needs Assessment to Identify Pharmacology Education Objectives for Emergency Medicine Residents. Society for Academic Emergency Medicine (SAEM), Annual Meeting, Virtual.
- 2021 Roszczynialski KN, Rider AC, **Caretta-Weyer HA,** Schertzer K. Use of video simulation to educate emergency medicine residents on intubation protocol for patients under investigation for COVID-19. International Meeting on Simulation in Healthcare, Annual Meeting, Held Virtually.

- 2020 **Caretta-Weyer HA.** Development of an Ecosystem of Assessment and Predictive Learning Analytics Utilizing Entrustable Professional Activities Across Emergency Medicine Residency Programs. ChangeMedEd, American Medical Association, Annual Meeting, Held Virtually.
- 2020 **Caretta-Weyer H,** Gisoni 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 Peng C, **Caretta-Weyer HA,** Sebok-Syer S, Schertzer K, Gisoni M. Use of an Online Simulation Platform for Assessing Entrustable Professional Activities during Transition into Residency. American College of Emergency Physicians Annual Meeting, 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, Gisoni 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**. Negotiation 101: Finding Mutual Wins for You and Your New Boss. California ACEP AdvancED, Annual Meeting, Held Virtually.
- 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
- 2020 Liu X, Morris A, Sebok-Syer, S, Gisondi M, **Caretta-Weyer H.** A case study of workplace-based assessment utilizing entrustable professional activities in emergency medicine residency training. Stanford Innovation in Medical Education Conference (SIMEC), Annual Meeting, Palo Alto, CA.
- 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

- 2021 **American Medical Association Webinar** – “Innovations in the UME to GME Transition.” Aired 1 November, 2021.
- 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

- 2021 **American Medical Association Trust in the Transition from UME to GME Topic Conference** – “Competency Based Medical Education and the UME-GME Transition”
- 2021 **Stanford University School of Medicine Invitational Selection Symposium** – “The Future of Residency Selection: Coproduction and Outcomes Orientation”
- 2021 **Stanford University School of Medicine Invitational Selection Symposium** – “Competency Based Medical Education, Entrustable Professional Activities, and the UME-GME Transition”
- 2021 **Innovations in Residency Selection Forum** – “The Standardized Letter of Evaluation in Emergency Medicine”
- 2021 **Advanced Research Methodology Evaluation and Design in Medical Education (ARMED MedEd) Course** – “The Anatomy of a Grant – Specific Aims”
- 2021 **Advanced Research Methodology Evaluation and Design in Medical Education (ARMED MedEd) Course** – “Developing a Research Niche”
- 2021 **Advanced Research Methodology Evaluation and Design in Medical Education (ARMED MedEd) Course** – “What is a Grant? The Basics of Where to Find Funding for the Medical Education Researcher”

- 2021 **Academic Life in Emergency Medicine Faculty Incubator** – “Everything You Ever Wanted to Know About Peer Review from the Editors”
- 2021 **Stanford Emergency Medicine Innovation Symposium (StEMi X)** – “Precision Education and Assessment”
- 2021 **Stanford University Clinical Teaching Seminar Series** – “Entrustable Professional Activities and Competency-Based Assessment”
- 2021 **University of Wisconsin Department of Emergency Medicine** – “Competency-Based Medical Education – Implications for the Future of Emergency Medicine Training”
- 2020 **Loyola University Department of Medical Education Grant Rounds** – “Competency-Based Assessment and Individualized Learning”
- 2020 **Harvard Affiliated 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”
- 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 of California-Irvine Emergency Medicine Residency Program** – “Bad Blood – Can’t Miss Hematologic Emergencies”
- 2020 **University Hospitals/Case Western Reserve University Emergency Medicine Residency Program** – “You’ll Shoot Your Eye Out and Other Ophthalmologic Disasters”

ACADEMIC LECTURES/SESSIONS

- 2021 **Stanford University Emergency Medicine Education Fellows Conference** – “Core Components of Competency-Based Medical Education and the UME-GME Continuum”
- 2021 **Stanford University Women in Medicine** – “Contract Negotiation”
- 2021 **Stanford University Emergency Medicine Residency Program** – “Adult Learning Theory”
- 2021 **Stanford University Emergency Medicine Residency Program** – “Design Thinking”
- 2021 **Stanford University Emergency Medicine Residency Program** – “Resuscitate Your Lectures: How to Give Keynote-Worthy Talks Every Time”

- 2021 **Stanford University Emergency Medicine Residency Program** – “Advanced Change Management Topics”
- 2021 **Stanford University Emergency Medicine Education Fellows Conference** – “Follow the Money: How to Find and Apply for Grants”
- 2021 **Stanford University Emergency Medicine Education Fellows Conference** – “The Anatomy of a Successful Grant”
- 2021 **Stanford University Emergency Medicine Residency Program** – “Using Assessment to Become a Master Adaptive Learner”
- 2021 **Stanford University Emergency Medicine Residency Program** – “Ethics: AMA and Capacity”
- 2021 **Stanford University Emergency Medicine Residency Program** – “Change Management 101”
- 2020 **Stanford University Department of Emergency Medicine Faculty Development** – “Reimagining Residency Evaluations – The Future is Now”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Design Thinking”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Medical Education Scholarship – How to Get Involved”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Futurecasting Our Residency Program – Innovations in Assessment and Feedback”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Adult Learning Theory”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Resuscitate Your Lectures: How to Give Keynote-Worthy Talks Every Time”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Non-Infectious Pulmonary Disease – It’s Not COVID!”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Respiratory Failure, Intubation, and Ventilator Management”
- 2020 **Stanford University Emergency Medicine Residency Program** – “Ethics: AMA and Capacity”
- 2020 **Stanford University Emergency Medicine Education Fellows Conference** – “Education Scholarship Tips and Tricks Journal Club”
- 2020 **Stanford University Emergency Medicine Education Fellows Conference** – “Education Scholarship 101”

- 2020 **Stanford University Emergency Medicine Education Fellows Conference** – “Curriculum Mapping Our Education Scholarship Fellowship”
- 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 School of Medicine Emergency Medicine Interest Group** – “Emergency Medicine Specialty Night”
- 2020 **Stanford University School of Medicine Emergency Medicine Interest Group** – “The Emergency Medicine Application Process”
- 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 School of Medicine Emergency Medicine Interest Group** – “Emergency Medicine Specialty Night”
- 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”

Editorial Service, Peer Review, Grant Review

- 2020-pres Academic Emergency Medicine Education and Training (AEM E&T)
Decision Editor
- 2020-pres Academic Medicine
Peer Reviewer
 - Peer reviewer for premiere journal that publishes education scholarship for an international audience across the entire continuum of medical education.
- 2020-pres Medical Education
Peer Reviewer
 - Peer reviewer for premiere journal that publishes education scholarship for an international audience across the entire continuum of medical education.
- 2019-pres Society for Academic Emergency Medicine (SAEM)
Grant Reviewer
 - Reviewer for Large Project Grant and Simulation Grant 2019
 - Reviewer for Education Project Grant 2020
 - Reviewer for Clerkship and Simulation Grants 2021
- 2019-pres Medical Education Online
Peer Reviewer
 - Peer reviewer for journal that publishes open-access education scholarship for an international audience across the entire continuum of medical education.

- 2018-pres Western Journal of Emergency Medicine (WestJEM)
Decision 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

- 2021-pres American Board of Medical Specialties (ABMS) Visiting Scholars Program
Visiting Scholar
- Studying the role of Clinical Competency Committees (CCCs) in summative entrustment decision-making and initial specialty certification
 - Performing a contribution analysis of data used in decision-making
 - Ethnographically observing CCC meetings and analyzing group processes and data handling
 - Interviewing CCC members about the current and ideal state of assessment data and decision-making processes for progression, graduation, and initial certification
- 2021-pres Stanford University School of Medicine MD Admissions Committee
Voting Member
- Review ten or more applicant files per week from the Academic Medicine and Health Policy tracks
 - Score applications for weekly committee meetings
 - Present applicants for review to the entire committee
 - Discuss applicants for admission to the Stanford University School of Medicine
 - Vote on final admissions decisions for each applicant
- 2021-pres Stanford University School of Medicine Liaison Committee on Medical Education Self-Study Task Force
Academic Faculty Member
- Attend review meetings and presentations from various stakeholders and tasks forces as part of preparation for the self-study
 - Review all preliminary reports and data collected for the self-study and site visit
 - Contribute to the final review and report of the task force
 - Participate in the official LCME self-study and site visit process
- 2021-pres Stanford University School of Medicine Committee on Curriculum and Academic Policy (CCAP) Competency Review Committee
Academic Faculty Representative
- Represent the CBME perspective in the revisions of the School of Medicine Competencies
 - Work with school leaders and administration officials with experience in curriculum mapping to identify redundancies and gaps in mapping of curricular experiences to the current competencies
 - Revise and refine the competencies ahead of the LCME site visit in 2022
 - Present the revised competencies to all of CCAP for a final vote
- 2021-pres International Conference on Residency Education (ICRE)
Conference Co-Chair
- Select conference theme and initiate call for submissions
 - Review, select, and coordinate conference content from a variety of international submissions
 - Design conference plenaries and invite world-renowned speakers
 - Host conference sessions during the conference
 - Debrief conference and make yearly changes based on participate feedback

- 2021-pres International Competency-Based Medical Education Collaborators (ICBME)
Fall Forum and World Summit Planning Committee Co-Chair
- Design biannual (alternating years) forum and world summit convenings
 - Identify format and topics for forum
 - Solicit and collate ideas for papers and products from members
 - Track paper completion and aid in editing the supplement from the forum
 - Work with the Association for Medical Education in Europe to choose dates, venue, and content for the world summit
 - Solicit, review, select, and coordinate summit content from a variety of international submissions
 - Design conference plenaries and invite world-renowned speakers
 - Host conference sessions during the conference
- 2021-pres Society for Academic Emergency Medicine Consensus Conference
Consensus Conference Co-Chair
- Apply to host the SAEM Consensus Conference in 2023 including drafting the application, recruiting outside speakers, and unifying the proposal for submission
 - Coordinating conference content from a variety of internal and external stakeholders
 - Drafting and managing the conference budget
 - Soliciting and collating initial consensus manuscript topics for the conference
 - Designing the conference proceedings and follow-up process
- 2020-pres Western Regional Society for Academic Emergency Medicine
Conference Chair
- Apply to host Western SAEM in 2022 including writing the application, speaker invitations, and initial proposed conference content
 - Draft and manage conference budget
 - Determine conference curriculum and oversee an education track chair, research track chair, resident track chair, and medical student track chair
 - Assemble and oversee greater conference planning team consisting of members of the education, research, and collaborations strategic plan teams
- 2020-pres Advanced Research Methodology Evaluation and Design in Medical Education (ARMED MedEd) Course
Founding Member, ARMED MedEd Advisory Board and Director of Grants
- Teach participants who have initial training in medical education research methodology how to write a grant
 - Mentor participants in the art and nuances of writing fundable medical education grants
 - Guide participants through the process of applying for a medical education grant
 - Develop an education research consortium in emergency medicine to foster the ability for current and eventually former participants to collaborate on medical education research
- 2019-pres International Competency-Based Medical Education (ICBME) Collaborators
Research Collaborator and International Member
- 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 Evaluation and Assessment
- 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 APD
- 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 fourteen electives including the curriculum development and assessment of the Resident as Teacher elective, which is one of the most popular electives offered in our program
- 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

- 2021-pres Alana Harp, MD – supervising the development of a novel domestic violence curriculum for emergency medicine residents for 1-2 hours/week
- 2021-pres Jessica Smith, MD – supervising the development of novel intern orientation curricula for 1-2 hours/week
- 2021-pres Collin Michels, MD – supervising the development of a novel staffing model for the alpha zone of the Stanford ED including changes to graduated responsibility, resident and faculty education roles, feedback processes, and operations workflows for 2-5 hours/week
- 2020-pres Nicole Prendergast, MD – supervising the development of a novel residency supervising curriculum and instructional series for rising senior residents and her attendance at the Harvard Macy Course for Postgraduate Trainees for 2-3 hours/week
- 2020-pres Laurel Gardner, MD – supervising the development of novel intern orientation curricula for 1-2 hours/week
- 2020-2021 Anastasia Markotsova, MD – supervising the development of a medical toxicology webinar series on YouTube for 1-2 hours/week
- 2020-pres Rana Kabeer, MD – supervising several multi-media medical education projects in their infancy of development for 1-2 hours/week
- 2020-pres William Gibb, MD – co-supervising medical education scholarship track project on teaching Core EPA 10 to medical students for 1-2 hours/week
- 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
- 2019-2021 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
- 2019-2021 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

2019-2020	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
2018-2021	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
2018-2021	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
2017-2020	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

2021	Saturday Writing Studio Masterclass with Lorelei Lingard
2021	Stanford Medical Education Innovation Studio for Design Thinking
2021	Maastricht University Graduate School of Health Professions Education Academy
2021	Stanford University School of Medicine Teaching and Mentoring Academy Mentoring Workshop
2020	Maastricht University Graduate School of Health Professions Education Writing a PhD Research Proposal Course
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
2016-2021	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

2021-pres	International Conference on Residency Education (ICRE) Conference Co-Chair
2021-pres	International Competency-Based Medical Education Collaborators Forum and World Summit Planning Co-Chair
2021-pres	Society for Academic Emergency Medicine (SAEM) Consensus Conference Conference Co-Chair
2021-pres	Academic Life in Emergency Medicine (ALiEM) Faculty Incubator Scholarship Director
2020-pres	Western Regional Meeting for the Society for Academic Emergency Medicine (SAEM) Conference Chair
2020-pres	American Medical Association Competency-Based Medical Education Working Group Reimagining Residency GME Representative
2020-pres	Advanced Research Methodology Evaluation and Design in Medical Education (ARMED MedEd) Founding Steering Committee Member, Director of Grants
2019-2021	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
2018-2020	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
2017-2019	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

2021-pres	Liaison Committee on Medical Education (LCME) Self-Study Task Force Academic Faculty Representative
2021-pres	Stanford University School of Medicine Committee on Curriculum and Academic Policy (CCAP) Competency Review Committee Academic Faculty Representative
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

- 2020-pres Stanford University School of Medicine
Office of Admissions
 - Review files for students applying to the School of Medicine
 - Serve as a traditional interviewer several times during the interview season
- 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

- 2021-present Association for Medical Education in Europe (AMEE)
2021-present Medical Education Scholarship Research and Evaluation Group (MESRE)
2021-present Group on Educational Affairs (GEA)
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)
2012-2021 American College of Emergency Physicians (ACEP)
2012-2021 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
2014-2019 Wisconsin State Medical License, 63283-20

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