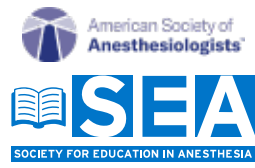




Jointly provided by the
American Society of
Anesthesiologists (ASA)
and Society for Education
in Anesthesia (SEA).



#SEA21Spring

Registration Brochure

SEA 2021 Spring Meeting

Global Health Education/Workplace Readiness

April 16-18, 2021

Register Online at www.SEAhq.org

PROGRAM INFORMATION

Target Audience

This meeting is intended for medical students, residents, and faculty physician educators in anesthesiology and related disciplines who are interested in how to formulate solutions for the health care disparities and inequities in global health and to learn how recruitment and training programs can utilize sophisticated analysis of success through correlation of various data streams and reporting systems.

About This Meeting

The purpose of this annual meeting is to educate and share information that will enable anesthesia educators to provide the highest level of education and improve patient outcomes. Opportunities for questions and answers will be provided at the conclusion of each presentation.

Registration

Registration for the 2021 Spring Annual Meeting includes all sessions, virtual workshops and the program syllabus. Note that all fees are quoted in U.S. currency. Registration for the meeting can be made either by using the registration form in this brochure or through the SEA's website at www.SEAhq.org.

Registration Deadline

The registration deadline for the meeting is April 15, 2021.

Accreditation and Designation Statements

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Society of Anesthesiologists and the Society for Education in Anesthesia. The American Society of Anesthesiologists is accredited by the ACCME to provide continuing medical education for physicians.

The American Society of Anesthesiologists designates this live activity for a maximum of 15.25 *AMA PRA Category 1 Credits*[™]. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Commercial Support Acknowledgement

The CME activity is not supported by any educational grants.

Disclaimer

The information provided at this activity is for continuing medical education purposes only and is not meant to substitute for the independent medical judgment of a healthcare provider relative to diagnostic and treatment options of a specific patient's medical condition.

Disclosure Policy

The American Society of Anesthesiologists remains strongly committed to providing the best available evidence-based clinical information to participants of this educational activity and requires an open disclosure of any potential conflict of interest identified by our faculty members. It is not the intent of the American Society of Anesthesiologists to eliminate all situations of potential conflict of interest, but rather to enable those who are working with the American Society of Anesthesiologists to recognize situations that may be subject to question by others. All disclosed conflicts of interest are reviewed by the educational activity course director/chair to ensure that such situations are properly evaluated and, if necessary, resolved. The American Society of Anesthesiologists educational standards pertaining to conflict of interest are intended to maintain the professional autonomy of the clinical experts inherent in promoting a balanced presentation of science. Through our review process, all American Society of Anesthesiologists CME activities are ensured of independent, objective, scientifically balanced presentations of information. Disclosure of any or no relationships will be made available for all educational activities.

Disclosures

This activity's content is not related to products or services of an ACCME-defined ineligible entity; therefore, no one in control of content has a relevant financial relationship to disclose, and there is no potential for conflicts of interest.

Special Needs

The Society for Education in Anesthesia fully complies with the legal requirements of the Americans with Disabilities Act and the rules and regulations thereof. If any attendee in this educational activity is in need of accommodations, please contact the SEA at (414) 389-8614.

Cancellation Policy

Cancellations received through April 1, 2021, will receive a full refund. Cancellations received from April 1, 2021 through April 15, 2021 will receive a refund of 60 percent. Refunds will not be given after April 15, 2021. Cancellation of a meeting registration must be submitted in writing. Refunds will be determined by date written cancellation is received at the SEA office in Milwaukee, WI.

OVERALL LEARNING OBJECTIVES

At the conclusion of this activity, participants should be able to:

1. Enumerate three uses of entrustable professional activities in global health
2. Compare and contrast the effect of safe standard mandates in low and middle-income countries (LMIC)
3. Discuss the effects of COVID in health care education in low and middle-income countries (LMIC)
4. Outline approaches for evaluating training programs through publicly reported outcomes and big data analytics
5. Recommend organizational practices to maximize selection of trainees

WORKSHOP PROGRAM OBJECTIVES

(Listed in Order of Date Held)

Monday, April 5 | 7:30-9:00pm Eastern

Against “Burnout” in Anesthesiologists: Developing a Resilient Workforce

Elvera L. Baron, MD, PhD; Himani Bhatt, DO, MPA, FASE, FASA; Donna A. Castello, DO; Lauren Lisann-Goldman, MD; Bryan Mahoney, MD; Barbara S. Ouaknine-Orlando, MD, PhD; Brittany Reardon, MD

Upon completion of this activity, learners will:

- Understand definition of burnout & recognize colleagues displaying signs of burnout.
- Identify contributing factors to burnout.
- Gain awareness of implications of burnout.
- Propose interventions/changes (on individual resident/fellow/junior attending & systems level) to prevent burnout upon entering & remaining in workforce
- Brainstorm ways to apply interventions/changes to own life & own institution – generate toolkit to maintain wellness & prevent burnout in trainees entering the workforce, junior attending anesthesiologists as they start their careers, & seasoned attending anesthesiologists

Tuesday, April 6 | 7:30-9:00pm Eastern

Practical Tips For Promotion: Learning The Ropes, Avoiding Pitfalls

Veronica P. Carullo, MD, FAAP; Herodotos Ellinas, MD, MHPE; Scott D. Markowitz, MD, FAAP; Cathleen Peterson-Layne, PhD, MD, FASA; Mirjana Vustar, MD

Upon completion of this activity, learners will:

- Describe education-related activities that are valued in the academic promotion process
- Identify location of institution-specific promotion criteria
- Create a database for a Teaching Portfolio and other Portfolios (i.e. non-teaching activities)
- Discuss pitfalls to avoid; distractors from the promotion process
- Identify sponsor(s) that will help towards goals/promotion
- Identify potential referees and cultivate relationships within and outside department, institution, and specialty

Wednesday, April 7 | 7:30-9:00pm Eastern

Educational Leadership for the 21st Century: Mindset, Grit and Self-Compassion

Ira Todd Cohen, MD, MEd, FAAP; Samuel Yanofsky, MD, MSEd; Julie Nyquist, PhD

Upon completion of this activity, learners will:

- Describe the concepts of growth mindset, fixed mindset, grit and self-compassion.
- Report their current mindset and level of grit and use that information in their own development as educational leadership
- Discuss skills required to develop and maintain a growth mindset and potential challenges when we fall into a fixed mindset
- Provide feedback to encourage a growth mindset

Wednesday, April 7 | 7:30-9:00pm Eastern

Medicine vs Leadership: Developing Physician Leaders; Key Competencies and Available Resources

Jerrad R. Businger, DO; Sean Clifford, MD, FASA; Rana K. Latif, MD; Brittany D. Maggard, MD

Upon completion of this activity, learners will:

- Compare nature of medical vs. nature of leadership.
- List leadership competencies and identify those missing in physicians.
- Identify leadership talent possessed by the physicians.
- As small groups, demonstrate the ability to develop a structure for a short (half day) leadership programs for medical students (group 1); residents (group 2) and faculty (group 3).
- Identify resources available to acquire leadership competences.

WORKSHOP PROGRAM OBJECTIVES

continued

Thursday, April 8 | 7:30-9:00pm Eastern

Building High-Functioning Education Teams During Ordinary Times or A Crisis

Meredith A. Albrecht; Herodotos Ellinas, MD, MHPE; Viji Kurup, MBBS, MD; Rebecca D. Minehart, MD, MSHPEd; Jutta Novalija, MD, PhD, FASA, CHSE

Upon completion of this activity, learners will:

- Identify the essential elements of a high-functioning team.
- Define and explore inclusive leadership characteristics in team building.
- Discuss adapting an existing team or creating a new team during a crisis.

Describe opportunities to share successes across institutions during ordinary times or during a crisis.

Thursday, April 8 | 7:30pm-9:00pm Eastern

Nurturing Professional Identity Through Physician Confession Sessions- the Residents' Perspective

Matthew Hirschfeld, MD; Adaora Chima, MBBS, MPH; Zahraa Majeed, MBChB, MS; Robert Pranaat, MD, MCR; Marjorie Gloff, MD; Kaitlyn Mitchell, MD

Upon completion of this activity, learners will:

- Review the development of Confessions and differentiate it from other moderated small group activities.
- Participate in a Confession session.
- Construct a definition of professional identity formation and its components, underlying the importance of guided reflection and shared story telling.
- Describe the concept of Communities of Practice and apply it to graduate medical education.
- Critique Confessions' usefulness in fostering trainee professional identity and community of practice.

Monday, April 12 | 7:30-9:00pm Eastern

Developing an Ethical Framework for Preparing Participants for Volunteer Experiences in Low-Resource Settings

Lena E. Dohlman, MD, MPH; Faye Evans, MD; J. Matthew Kynes, MD; Jonathan A. Nicconchuk, MD; Mark W. Newton, MD, FAAP; Janey Phelps, MD, FAAP

Upon completion of this activity, learners will:

- Compare the aims of key stakeholders in global health experiences with a focus on areas of alignment and conflict.
- Reflect on ethically, clinically, and educationally appropriate objectives for short-term experiences in low-resource settings based on needs of all actors involved.
- Build a basic pre-departure curriculum to prepare faculty and trainee participants for global health experiences in low-resource settings.
- Share best practices for global health experience preparation programs.

Tuesday, April 13 | 7:30-9:00pm Eastern

Abstract to Publication: Turning your Education Projects into Publishable Scholarship

Dante A. Cerza, MD, MACM; Lauren Buhl, MD, PhD; Viji Kurup, MBBS, MD; Susan M. Martinelli, MD, FASA; John D. Mitchell, MD; Tetsuro Sakai, MD, PhD, MHA, FASA

Upon completion of this activity, learners will:

- Name several journals that publish medical education scholarship relevant to anesthesiology
- Use institutional resources to conduct a thorough literature review in medical education
- Differentiate common methods to approach medical education research questions

Formulate a high quality research question that addresses a local issue in medical education

Tuesday, April 13 | 7:30-9:00pm Eastern

Onboarding for Workforce Readiness and Belonging

Jeremy D. Deer, MD; Norah R. Janosy, MD; Scott D. Markowitz, MD, FAAP; Melissa M. Masaracchia, MD; Kim Strupp, MD

Upon completion of this activity, learners will:

- Recognize the components of an onboarding process
- Describe the importance of high-quality onboarding programs
- Define objectives for assessing their onboarding systems
- Establish baseline survey data after one hiring cycle
- Determine changes to onboarding practices after one hiring cycle and reassess outcomes in the second cycle.

Wednesday, April 14 | 7:30-9:00pm Eastern

Optimizing the Ability of Anesthesiology Residency Programs to Implement an Elective in International and Low-Resource Settings

Allison Lee, MD, MS; Claire Naus, MD; Meghan Prin, MD; Richard Raker, MD; Reema I. Sanghvi, MD; Julia Sobol, MD, MPH

Upon completion of this activity, learners will:

- Describe the benefits and challenges of an international elective for anesthesiology trainees
- Outline the ACGME program requirements and process for establishing a standing international elective
- Create protocols to address on-site challenges (e.g. trainee medical/mental health crisis, security crisis, ethical concerns, and substance use in foreign settings)
- Develop a standardized pre-departure preparation strategy, including a predeparture tool, that could be adapted to specific program needs
- Access and apply for available global health program resources; identify conferences suitable for trainees interested in global health careers



WORKSHOP PROGRAM OBJECTIVES

continued

Wednesday, April 14 | 7:30-9:00pm Eastern

Tools to Address Unconscious Bias and Microaggressions in the Workplace

Farzana Afroze, MD; Adria Boucharel, MD; Isaac Chu, MD; Odinakachukwu Ehie, MD; Herodotos Ellinas, MD, MHPE; Bryan Mahoney, MD

Upon completion of this activity, learners will:

- Discuss unconscious bias as well as its impact on resident training and early career promotion as a junior faculty member.
- Distinguish several strategies for addressing microaggressions.
- Review case scenarios and apply strategies to address microaggressions and equity themes.

Thursday, April 15 | 7:30-9:00pm Eastern

Integrating Education into Global Health: Short Courses in Anesthesia Topics for Resource-Constrained Environments

Faye Evans, MD; Carolina Haylock-Loor; J. Matthew Kynes, MD; Maytinee Lilaonitkul, MBBS, BSc; William F. Powell, Jr., MD, MPH; Jenna Helmer Sobey, MD

Upon completion of this activity, learners will:

- Describe educational challenges encountered in resource-constrained settings especially those faced by educators teaching in LMICs as visitors.
- Identify educational strategies to improve anesthesia care through the use of short, high-intensity courses in LMICs.
- Describe foundational concepts and techniques for three short courses currently utilized for anesthesia teaching in LMICs: Safer Anesthesia From Education (SAFE) Pediatrics and Obstetrics, Essential Pain Management, and INSPIRE.
- Identify strategies to encourage local ownership and sustainability of educational initiatives.

Thursday, April 15 | 7:30-9:00pm Eastern

Prep Your Residents And Fellows For Success - How To Develop And Run ABA-Style Practice Osces Today!

Kimberly Blasius, MD; Tanna J. Boyer, DO, MS, FASA; Harshad Gurnaney; Sally Ann Mitchell, EdD, MMSc; Kristin Ondecko-Ligda, MD, FASA; Devika Singh, MD; Alecia L. S. Stein, MD; Chelsea A. Willie, MD

Upon completion of this activity, learners will:

- Develop strategies to obtain support from department leadership in the form of time and money for conducting an ABA OSCE event, including discussion of grant support options that exist.
- Identify the critical components to the 9 OSCE stations identified by the ABA.
- Identify which stations will be the trickiest to construct and consider special faculty needs (i.e./ echo training).
- Construct an OSCE station candidate stem for use at the participant's home institution.
- Recognize the pros and cons of using electronic grading vs. paper grading for formative OSCEs.

PROGRAM SCHEDULE

FRIDAY, APRIL 16, 2021 <i>All times listed are in Eastern Time Zone.</i>	
Time	Event
10:00am – 10:15am	Welcome
SECTION 1	
10:15am – 11:15am	<i>Moderator: Teresa A. Mulaikal, MD</i> The Science Behind How Doctors Learn - Benjamin Keep, JD, PhD Analysis of The Interview Process - Emily Gordon, MD, MSED The Integrity of Feedback - Susan E. Farrell, MD
11:15am – 12:15pm	Keynote: Factors Associated with Recruitment, Selection and Retention of Doctors for Anesthesiology <i>Moderator: Jon Livelsberger, DO</i> Thomas Gale, BMedSci, BM, BS, FRCA, MClInEd, PFHEA; Tristan Price, BSc, MSc, PhD, FHEA
12:15pm – 1:15pm	Break and Poster Teasers
SECTION 2: INNOVATION - LOOKING AT OUR PRESENT AND PREPARING FOR THE FUTURE <i>Moderator: Anita Akbar Ali, MD</i>	
1:15pm – 2:00pm	Keynote: Behavioral Economic Principles: Why We Should Be Using Them in Medical Education <i>John Fiadjoe, MD</i>
2:00pm – 2:45pm	Lunch
2:45pm – 3:30pm	Poster Viewing and Project Networking
SECTION 3	
3:30pm – 4:30pm	Abstract Oral Presentation Part 1: Original Research <i>Moderators: Dante A. Cerza, MD, MACM & Tetsuro Sakai, MD, PhD, MHA, FASA</i>
4:30pm – 5:45pm	Panel: Determining the Future of The Profession <i>Moderator: Brian Martin, MD</i> Emuejevoke Chuba, MBBS, MS; Robert Gaiser, MD; Vesna Jevtovic-Todorovic, MD, PhD, MBA, FASA; Gordon Morewood, MD, MBA, FASE, FASA
5:45pm – 6:45pm	Committee Meetings

SATURDAY, APRIL 17, 2021 <i>All times listed are in Eastern Time Zone.</i>	
Time	Event
10:00am – 10:15am	Welcome
SECTION 4: INTERNATIONAL PANEL FROM NIGERIA, ETHIOPIA & SRI LANKA	
10:15am – 11:15am	Intro: Lena E. Dohlman, MD, MPH <i>Moderators: Mark Brouillette, MD & Mark Harris, MB ChB, MPH</i> Challenges and Achievements in Anesthesia Education in Different Countries <ul style="list-style-type: none"> • Bisola Onajin-Obembe, MBBS, FWACS, MBA, PhD (Nigeria) • Fetiya Alferid Kemal (Ethiopia) • Don P. DeSilva, MBBS, FFARCSI (Sri Lanka)
11:15am – 12:15pm	Abstract Oral Presentation Part 2: Curriculum Development <i>Moderators: Dante A. Cerza, MD, MACM & Melissa L. Davidson, MD</i>



PROGRAM SCHEDULE *continued*

SATURDAY, APRIL 17, 2021 *continued*

Time	Event
12:15pm – 12:30pm	Break/Poster Viewing
SECTION 5	
12:30pm – 1:15pm	<p>Intro: <i>Jo Davies, MB BS, FRCA</i> <i>Moderators: Viji Kurup, MBBS, MD & Jo Davies, MB BS, FRCA</i></p> <p>Keynote: EPAs – The Global Conversation and Experience <i>Huiju Carrie Chen, MD, PhD</i></p>
1:15pm – 2:00pm	<p>Intro: <i>Jo Davies, MB BS, FRCA</i> <i>Moderators: Jo Davies, MB BS, FRCA & Lena E. Dohlman, MD, MPH</i></p> <p>Keynote: Impact of Teaching on Maternal & Neonatal Welfare - The African Experience <i>Adeyemi Olufolabi, MBBS, FRCA</i></p>
2:00pm – 2:45pm	Lunch/Poster Viewing
SECTION 6	
2:45pm – 3:45pm	<p>Intros: <i>Odinakachukwu Ehie, MD</i> <i>Moderators: Mark Harris, MB ChB, MPH & Odinakachukwu Ehie, MD</i></p> <p>Pro/Con Debate: Minimal International Safety Standards for Anesthesia</p> <ul style="list-style-type: none"> • <i>Adrian Gelb, MBChB, FRCPC</i> • <i>K.A. Kelly McQueen, MD, PhD</i>
3:45pm – 4:45pm	<p>Awards</p> <p>Intro: <i>Jo Davies, MB BS, FRCA</i></p> <p>SEA/HVO Fellowship</p> <p>Intro: <i>Jo Davies, MB BS, FRCA</i></p> <p>Philip Liu Awards for Innovations in Anesthesia Education</p> <p>Intro: <i>Tetsuro Sakai, MD, PhD, MHA, FASA</i></p> <p>SEAd Grant</p> <p>Intro: <i>Tetsuro Sakai, MD, PhD, MHA, FASA</i></p>
4:50pm – 5:45pm	Business Meeting

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FUTURE SEA MEETINGS



DISCLOSURES

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LEADERSHIP PROGRAM FOR CHIEF RESIDENTS

SUNDAY, APRIL 18, 2021

Time	Event
10:00am – 10:15am	Welcome/Introductions: <i>Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD</i>
10:15am – 11:15am	Introductions of Participants: <i>Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD</i>
11:15am – 12:00pm	Leadership Primer: <i>Stephen J. Kimatian, MD, FAAP</i>
12:00pm – 12:45pm	What to Expect?: <i>Melissa L. Davidson, MD</i>
12:45pm – 1:30pm	Identifying Colleagues in Trouble: <i>J. Thomas McLarney, Jr, MD</i>
1:30pm – 3:00pm	Virtual Roundtable Discussions
	The Difficult Resident & Providing Feedback: <i>Stacy L. Fairbanks, MD</i>
	Reflecting on Leadership: What's my Plan?: <i>Stephen J. Kimatian, MD, FAAP</i>
	Micro Aggressions: <i>Herodotos Ellinas, MD, MHPE; Josephine M. Hernandez, MD; Tomás A. Lazo, MD</i>
	How to Effectively Manage Finances?: <i>Emily Stebbins, MD</i>
	Ignorance of the Law is No excuse!: <i>Melissa L. Davidson, MD</i>
	How Can Leaders Foster Wellness?: <i>Bridget M. Marroquin, MD</i>
3:00pm – 3:45pm	Staying Connected During A Viral Pandemic - Group Think, Share, Innovate: <i>Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD</i>
3:45pm – 4:00pm	Wrap-Up: <i>Stacy L. Fairbanks, MD & Bridget M. Marroquin, MD</i>

CHIEF RESIDENT OBJECTIVES

Leadership Primer

Stephen J. Kimatian, MD, FAAP

At the conclusion of the session, participants will be able to:

- Define leadership.
- Distinguish between managing and leading.
- Enumerate the challenges of leadership.
- List character attributes of effective leaders.
- Reflect on the type of leadership style best suited to their program and an action plan that sets the groundwork for success.

What to Expect?

Melissa L. Davidson, MD

At the conclusion of the session, participants will be able to:

- Identify the multifactorial Anesthesiology program requirements and how they impact the chief resident's duties and responsibilities

Identify Colleagues in Trouble

J. Thomas McLarney, Jr, MD

At the conclusion of the session, participants will be able to:

- Identify the major types of stressors for residents.
- Describe difficulties in recognizing colleagues in distress.
- Describe signs consistent with depression and impairment.
- Outline optimal methods to approach colleagues in trouble.
- Distinguish situations requiring professional counseling vs informal aid.

The Difficult Resident and Providing Feedback

Stacy L. Fairbanks, MD

At the conclusion of the session, participants will be able to:

- Recognize the importance of feedback as a learning tool.
- Demonstrate key strategies in providing feedback.
- Practice delivering feedback for specific "problem residents" and to those residents working through the feedback scenarios.

Reflecting on Leadership: What's my Plan?

Stephen J. Kimatian, MD, FAAP

At the conclusion of the session, participants will be able to:

- Examine personal leadership traits
- Reflect on leadership feedback exercise
- Develop strategies for personal improvement plans

Micro Aggressions

Herodotos Ellinas, MD, MHPE; Josephine M. Hernandez, MD; Tomás A. Lazo, MD

At the conclusion of the session, participants will be able to:

- Define microaggressions and list their impact onto others.
- List and apply strategies to address microaggressions
- Manage microaggressions as an ally/bystander

How to Effectively Manage Finances?

Emily Stebbins, MD

At the conclusion of the session, participants will be able to:

- Develop a plan for assisting residents with financial emergencies
- Identify the importance of fiscal responsibility and beyond

Ignorance of the Law is No excuse!

Melissa L. Davidson, MD

Through case-based discussions, chief residents will:

- Distinguish between academic and employment standards, including application to and implications of remediation and disciplinary action as possible outcomes.
- Review common standards, how they apply in resident education, and implications of non-compliance.
- Develop strategies for supporting residents as they confront challenging situations.

How Can Leaders Foster Wellness?

Bridget M. Marroquin, MD

At the conclusion of the session, participants will be able to:

- Discuss current state of burnout in health care and academic medicine
- Recognize the importance of cultivating a community of support
- Develop strategies to reduce burnout

SEA 2021 Spring Meeting - Global Health Education/Workplace Readiness

The registration deadline for the early bird rate is April 15, 2021.
After your registration is processed, a confirmation email will be sent to the address listed on this form.

*First Name	MI	*Last Name	
*Affiliation(s) and Degrees(s)		*Institution	
*Title	*Mailing Address		
*City	*State	*Zip Code	
*Daytime Phone	Fax		
*Email Address	*ASA Membership #		

**Required Information*

Registration Fees

	Early Bird By April 1	April 2 – April 15
<input type="checkbox"/> SEA Member	\$350.00	\$450.00
<input type="checkbox"/> Non-Member*	\$600.00	\$700.00
<input type="checkbox"/> International Non-Member*	\$380.00	\$480.00
<input type="checkbox"/> Emeritus Member	\$0.00	\$0.00
<input type="checkbox"/> Resident, Fellow or Medical Student Member	\$0.00	\$0.00
<input type="checkbox"/> Resident, Fellow or Medical Student Non-Member*	\$15.00	\$15.00
<input type="checkbox"/> Chief Residents Leadership Conference	\$25.00	\$25.00

Total Fees Due to SEA: _____

Cancellations received through April 1, 2021, will receive a full refund. Cancellations received from April 1, 2021 through April 15, 2021 will receive a refund of 60 percent. Refunds will not be given after April 15, 2021. Cancellation of a meeting registration must be submitted in writing. Refunds will be determined by date written cancellation is received at the SEA office in Milwaukee, WI.

Method of Payment

- Check** (made payable to Society for Education in Anesthesia and must be in U.S. funds drawn from a U.S. bank)
- Visa** **MasterCard** **Discover** **American Express**

Credit Card Number _____ CVV Number _____ Exp. Date _____

Name on Card _____

Authorized Signature _____

Special Needs

- I will require special needs for attending this meeting virtually. If so, please contact SEA at (414) 389-8614.

Please mail or fax both pages of form with payment to:

SEA
6737 W Washington St, Suite 4210
Milwaukee, WI 53214

Fax: (414) 276-7704

Or register online at
www.SEAhq.org

Questions? (414) 389-8614

Please select your Workshops on page 2 of the registration form.

SEA 2021 Spring Meeting - Global Health Education/Workplace Readiness

*First Name	MI	*Last Name
*Affiliation(s) and Degrees(s)		*Institution

Virtual Workshops (Maximum Selection of 4):

Monday, April 5 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Against “Burnout” in Anesthesiologists: Developing a Resilient Workforce

Tuesday, April 6 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Practical Tips For Promotion: Learning The Ropes, Avoiding Pitfalls

Wednesday, April 7 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Educational Leadership for the 21st Century: Mindset, Grit and Self-Compassion
- Workshop B: Medicine vs Leadership: Developing Physician Leaders; Key Competencies and Available Resources

Thursday, April 8 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Building High-Functioning Education Teams During Ordinary Times or A Crisis
- Workshop B: Nurturing Professional Identity Through Physician Confession Sessions - the Resident’s Perspective

Monday, April 12 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Developing an Ethical Framework for Preparing Participants for Volunteer Experiences in Low-Resource Settings

Tuesday, April 13 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Abstract to Publication: Turning your Education Projects into Publishable Scholarship
- Workshop B: Onboarding for Workforce Readiness and Belonging

Wednesday, April 14 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Optimizing the Ability of Anesthesiology Residency Programs to Implement an Elective in International and Low-Resource Settings
- Workshop B: Tools to Address Unconscious Bias and Microaggressions in the Workplace

Thursday, April 15 – Virtual Workshop (7:30-9:00PM Eastern)

- Workshop A: Integrating Education into Global Health: Short Courses in Anesthesia Topics for Resource-Constrained Environments
- Workshop B: Prep Your Residents And Fellows For Success - How To Develop And Run ABA-Style Practice Osces Today!