

indications and value of dynamic voice assessment with flexible laryngoscopy and stroboscopy.

Lifelong Learning as Part of the Quality Improvement Process

Mark Wax, MD (moderator); Robert H Miller, MD, MBA; David Nielsen, MD

PROGRAM DESCRIPTION: Lifelong learning is a process that begins when one enters medical school. It continues throughout residency and practice. With a constantly evolving and changing knowledge base, it provides tools for a continual educational process for the clinician. Lifelong learning has been mandated as a core essential element of both professional training, as well as maintenance of professional standing. The field of continuing medical education has evolved to meet this demand. The tools and methodologies available to the practicing clinician in today's environment are constantly changing. In the past decade or so we have seen a change from education products being enduring materials, such as textbooks and journals to online on demand materials. This evolution has been brought about by not only improved technology but by advances in the understanding of how we learn. This miniseminar will initiate with a concept of how lifelong learning fits into residency training. The role of this competency and how it is managed in residency will be discussed. The evolution of the ability to measure and the different measurement tools available will be presented. It will then move into CME materials currently available on the market. The most common materials will be demonstrated and an understanding of how online educational activities can contribute to online learning will be shown. A discussion of the new rules of CME that are on the horizon and how they impact physician interaction with pharmaceutical manufacturing and the requirements for measurement of outcomes will be presented. Each of us is soon going to be required to identify practice gaps and then demonstrate how we have addressed them. Finally, we will have to demonstrate how we have changed our practice with this knowledge. The miniseminar will end with a discussion on how lifelong learning fits into the maintenance of the Certification Program of the American Board of Otolaryngology. The role of online education and certification of competence will be demonstrated.

EDUCATIONAL OBJECTIVES: 1) Be better able to relate to the historical and evolutionary change in lifelong learning. 2) Understand online learning materials and how to integrate this teaching. 3) Identify practice gaps and then modify those gaps to provide the best possible care.

Obtaining Funding for Clinical and Translational Research

Eben Rosenthal, MD (moderator); Brad Welling, MD, PhD; Marion Couch, MD, PhD; Ezra Cohen, MD

PROGRAM DESCRIPTION: With the introduction of novel therapeutic agents and devices, there is a high demand for translational research and clinical trials in otolaryngology. Obtaining funding is a key element of research that can be used to establish an evidence-based approach to otolaryngology. Because the landscape of grant opportunities from federal agencies and industry is constantly shifting, obtaining funding for translational research or clinical trials is difficult for the most seasoned investigators. This miniseminar is designed as a primer on the language and basic elements of obtaining funding for bench research and clinical trials in otolaryngology. The first segment of the course will provide an overview of the research process and the importance of obtaining financial support from otolaryngology societies, the NIH or industry to conduct studies. Funding opportunities for otolaryngologists: Obtaining funding for research endeavors remains critical to the success of most projects. This portion of the seminar will review the basic elements of a good grant application and the usual process for industry and NIH grants. NIH institutes that commonly fund otolaryngologists will be discussed including the NCI, NIDCD, and NIDCR. The use of resources specific to otolaryngologists through the CORE grant application will be highlighted and CORE review process will be outlined. The successful application: The elements of a grant application will be discussed, including standard structure and content generally accepted by the NIH and CORE study sections. In addition to discussing important steps in the process such as letter of intent and the structure of the grant proposal, we will review the ancillary sections of the application such as the IRB approval, biosketch and budget. Elements of clinical trial support: There is significant opportunity for otolaryngologists to improve patient outcomes by establishing or participating in clinical trials. This section will review the basic elements of a clinical trial including primary and secondary endpoints, IRB approval, and budgetary issues. Establishing protocols with measurable or biological endpoints will be reviewed. This course will also review how to communicate efficiently with device or pharmaceutical companies to establish overlapping areas of interest. Important administrative departments that are part of the application will be discussed including the IRB, grants and contracts, and animal use.

EDUCATIONAL OBJECTIVES: 1) Describe opportunities for extramural research funding for residents, faculty and private practitioners in otolaryngology. 2) Describe the basic elements of a grant application and what sets apart a fundable application. 3) Understand sources of funding, common endpoints, and patient safety issues for clinical trials.

Office Ultrasonography for the Otolaryngologist

Lisa Orloff, MD (moderator); Johannes Zenk, MD; Gregory Randolph, MD

PROGRAM DESCRIPTION: Ultrasonography, which has been embraced as a diagnostic modality by many surgical specialties, is a safe, painless and relatively inexpensive office-based alternative to computerized tomography or magnetic resonance imaging for common mass lesions and some diseases (e.g., sialadenitis, thyroiditis) in the head and neck. This miniseminar will provide a broad overview of the applications of ultrasonography within an otolaryngology office. Basic equipment and needle aspiration requirements, and the opportunities for post-graduate training, will be followed by succinct presentations on thyroid/parathyroid diseases, enlarged neck nodes, and salivary stones, tumors, and infections. The session will conclude with a brief overview of the applications of this modality within the operating room, and to more complex head and neck diseases.

EDUCATIONAL OBJECTIVES: 1) Identify the equipment necessary for basic ultrasonography and guided needle aspiration in an otolaryngology office. 2) Recognize the ultrasonographic characteristics of the more common head and neck mass lesions. 3) Sketch the breadth of diagnostic applications for office ultrasonography once basic competence is achieved.

ORL Simulation in 2010: Smart Dummies and More

Marvin Fried, MD (moderator); Bert O'Malley, MD; Sonya Malekzadeh, MD; David Kennedy, MD

PROGRAM DESCRIPTION: We have a unique opportunity to develop and use simulation and other innovative processes and strategies to revolutionize medical education and ongoing professional development. Elegant, life-sized, interactive mannequins; task trainers ranging from very simple to extremely sophisticated; virtual models with tactile or electronic feedback; animal or cadaveric models; real people acting as patients; and immersive environments combining these elements can all be incorporated into simulation-enhanced educational experiences. The current confluence of technologic and educational advances can be harnessed to allow individual surgeons or entire operative teams to master new skills and new technologies, as well as to refresh infrequently used skills and optimize performance. We will be able to practice the management of uncommon but potentially catastrophic events, rehearse on models of specific patients, and accomplish proactive systems hazard analysis. Simulation has applications in otologic, laryngologic, and sinus procedural skills; as well as for safety, communication, and group interaction (crew resource) processes. Simulation has relevance for students, residents and practicing physicians. Simulation allows us to maximize educational experiences at our convenience, using interactive, engaging learning processes, while minimizing direct risk to real patients; simulation can decrease malpractice costs and, most importantly, improve patient outcomes. Join us as we discuss the range of strategies and technologies being developed to accomplish these objectives. Experts will address

the principles of simulation integrated into comprehensive curricula. Discover where simulation may take us in the future.

EDUCATIONAL OBJECTIVES: 1) Discuss the use of simulation to facilitate learning surgical procedures. 2) Learn how to use simulation to develop and practice safety improvement processes. 3) Identify an application of simulation relevant to their own practice.

Otolaryngic Trauma: Lessons of War and Mass Casualties

Lawrence Marentette, MD (moderator); Joseph Brennan, MD; Mark Gibbons, MD; Eric Moore, MD; Anna Pou, MD

PROGRAM DESCRIPTION: The threat of terrorism and natural disaster mandates that the otolaryngology community be well versed in mass casualty response and the state of the art management of otolaryngic trauma. First-hand trauma experience gained during Hurricane Katrina, the World Trade Center disaster, the Sichuan China Earthquake, Operation Enduring Freedom, and Operation Iraqi Freedom led to changes in the management of mass casualties and the treatment of head and neck trauma. It is critically important that the otolaryngology community learn from these experiences so that we continue to improve our response during future calamities. We have selected national experts who have personal experience during natural disasters and military deployments for this seminar. These otolaryngologists will share their mass casualty and trauma management experience and make recommendations which will enable the audience to be prepared at the individual level, as well as the institutional level, for future events. Mass casualty response remains a controversial topic of great interest. The goal of our miniseminar is to educate the otolaryngology community about the role of otolaryngologists during a mass casualty response. We will discuss the challenges facing otolaryngologists, both clinical and medicolegal, during these disasters. Additionally, we will discuss the 'state of the art' management of head and neck injuries. We have selected national trauma experts who will deliver PowerPoint presentations on each topic and then open up the symposium for audience discussion and feedback. The specific trauma topics to be discussed are: 1) Lessons from Katrina; 2) Lessons from the World Trade Center disaster; 3) Lessons from the Chinese earthquake mass casualty; 4) Lessons from Iraq; 5) Lessons from Afghanistan; 6) Recommendations for the management of mass casualties and otolaryngic trauma; 7) Medicolegal challenges of managing mass casualties. Our expectation is that these sometimes controversial mass casualty and head and neck trauma topics will generate great interest and extensive discussions with our fellow otolaryngologists.

EDUCATIONAL OBJECTIVES: 1) Learn the state of the art management of mass casualties from an otolaryngologic perspective. 2) Understand the current controversies and recommendations in the treatment of otolaryngic trauma. 3) Empha-