2026 OHNS APE Meeting Handouts

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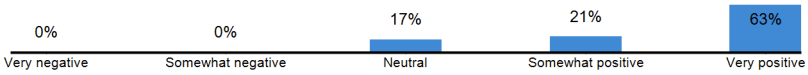
2800521023 Stanford Health Care-Sponsored Stanford University Program - Otolaryngology - Head and Neck Surgery

Residents Surveyed 24
Residents Responded 24
Response Rate 100%

Residents' overall evaluation of the program



Residents' overall opinion of the program

		% Program Compliant	% Specialty Compliant	% National Compliant
Resources	Education compromised by non-physician obligations	92%	95%	91%
	Impact of other learners on education	83%	97%	89%
	Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	79%	92%	83%
	Faculty members discuss cost awareness in patient care decisions	96%	96%	91%
	Time to interact with patients	92%	96%	90%
	Protected time to participate in structured learning activities	88%	94%	89%
	Able to attend personal appointments	96%	98%	93%
	Able to access confidential mental health counseling or treatment	100%	97%	96%
	Satisfied with safety and health conditions	83%	95%	86%

		% Program Compliant	% Specialty Compliant	% National Compliant
Professionalism	Residents/fellows encouraged to feel comfortable calling supervisor with questions	88%	94%	89%
	Faculty members act professionally when teaching	92%	97%	92%
	Faculty members act professionally when providing care	96%	99%	96%
	Process in place for confidential reporting of unprofessional behavior	83%	96%	92%
	Able to raise concerns without fear of intimidation or retaliation	75%	90%	81%
	Satisfied with process for dealing confidentially with problems and concerns	63%	89%	78%
	Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	96%	98%	95%
	Witnessed abuse, harassment, mistreatment, discrimination, or coercion	92%	98%	94%

		% Program Compliant	% Specialty Compliant	% National Compliant
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-off process	88%	94%	85%
	Culture reinforces personal responsibility for patient safety	92%	98%	90%
	Know how to report patient safety events	100%	99%	97%
	Interprofessional teamwork skills modeled or taught	79%	93%	82%
	Participate in safety event investigation and analysis	100%	90%	82%
	Process to transition patient care and clinical duties when fatigued	88%	96%	91%

		% Program Compliant	% Specialty Compliant	% National Compliant
Heterogenous Patient Populations	Preparation for interaction with individuals whose background is different than your own	100%	99%	96%

		% Program Compliant	% Specialty Compliant	% National Compliant
Faculty Teaching and Supervision	Faculty members interested in education	79%	95%	86%
	Faculty effectively creates environment of inquiry	71%	94%	86%
	Appropriate level of supervision	100%	96%	92%
	Appropriate amount of teaching in all clinical and didactic activities	96%	92%	83%
	Quality of teaching received in all clinical and didactic activities	96%	99%	97%
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	75%	90%	82%

		% Program Compliant	% Specialty Compliant	% National Compliant
Evaluation	Access to performance evaluations	100%	99%	99%
	Opportunity to confidentially evaluate faculty members at least annually	96%	99%	98%
	Opportunity to confidentially evaluate program at least annually	100%	99%	97%
	Satisfied with faculty members' feedback	63%	89%	78%

		% Program Compliant	% Specialty Compliant	% National Compliant
Educational Content	Instruction on minimizing effects of sleep deprivation	88%	94%	88%
	Instruction on maintaining physical and emotional well-being	92%	98%	95%
	Instruction on scientific inquiry principles	100%	99%	95%
	Education in assessing patient goals e.g. end of life care	96%	99%	97%
	Opportunities to participate in scholarly activities	100%	98%	95%
	Taught about health care disparities	92%	94%	86%

Program instruction in how to recognize the symptoms of and when to seek care regarding:

Fatigue and sleep deprivation	96%	Substance use disorder	92%
Depression	96%		
Burnout	96%		

		% Program Compliant	% Specialty Compliant	% National Compliant
Clinical Experience and Education	80-hour week (averaged over a four-week period)	71%	93%	93%
	Four or more days free in 28 day period	92%	90%	83%
	Taken in-hospital call more than every third night	96%	99%	98%
	Less than 14 hours free after 24 hours of work	83%	97%	97%
	More than 28 consecutive hours work	92%	95%	97%
	Additional responsibilities after 24 consecutive hours of work	92%	96%	97%
	Adequately manage patient care within 80 hours	88%	94%	92%
	Pressured to work more than 80 hours	96%	98%	98%

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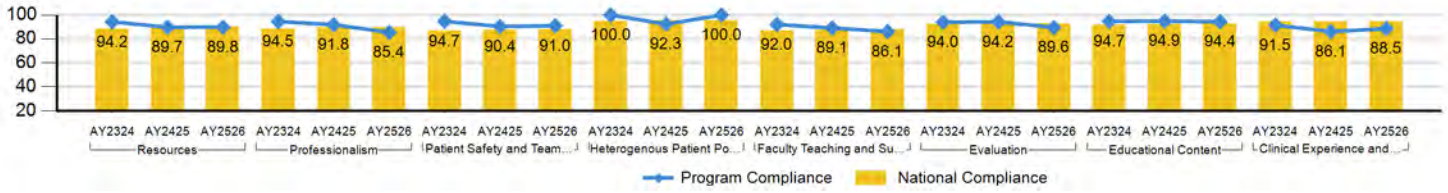
Residents Surveyed 24
Residents Responded 24
Response Rate 100%

Total Percentage of Compliance by Category



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Residents Surveyed 24
Residents Responded 24
Response Rate 100%

Otolaryngology

To what extent does your program:	Not at all	A little	A moderate amount	Quite a bit	A lot
Provide appropriately graduated supervision in the operating room, progressing from direct supervision of beginning residents to oversight of the activities of residents in the final years of education?	0.0%	12.5%	16.7%	29.2%	41.7%
Encourage development of surgical skills progressing from assistant surgeon to primary surgeon to teaching surgeon?	0.0%	12.5%	25.0%	16.7%	45.8%
Provide appropriately graduated supervision in non-operative patient care (wards, ICUs, Emergency Department, outpatient facilities, etc.)?	0.0%	4.2%	8.3%	33.3%	54.2%
Provide sufficient breadth and depth of experience such that you can competently and independently practice this specialty without fellowship or other future training?	4.2%	8.3%	20.8%	25.0%	41.7%
Provide exposure to temporal bone labs?	0.0%	4.2%	12.5%	20.8%	62.5%
Provide exposure to other cadaveric dissection labs?	0.0%	8.3%	8.3%	25.0%	58.3%
Provide exposure to simulation training?	4.2%	0.0%	20.8%	25.0%	50.0%
Provide exposure to multi-disciplinary care inclusive of: Speech pathology	4.2%	4.2%	12.5%	33.3%	45.8%
Provide exposure to multi-disciplinary care inclusive of: Audiology testing/rehabilitation	4.2%	8.3%	12.5%	29.2%	45.8%
Provide exposure to multi-disciplinary care inclusive of: Vestibular testing/rehabilitation	4.2%	16.7%	12.5%	20.8%	45.8%

	Not at all	A little	A moderate amount	Quite a bit	A lot
To what extent does the outpatient clinic/clinical office experience in your program regularly provide you with the opportunity to participate in all aspects of patient care, including but not limited to diagnosis, treatment planning, follow-up and continuity of care?	0.0%	0.0%	16.7%	33.3%	50.0%

	0	1	2	3-5	>5
When on a clinical rotation, on average how many half-day sessions per week did you spend in the outpatient clinic?	0.0%	8.3%	41.7%	33.3%	16.7%

	I am a PGY-1	A little	A moderate amount	Quite a bit	A lot
To what extent did your PGY-1 year prepare you for otolaryngology residency?	16.7%	4.2%	20.8%	20.8%	37.5%

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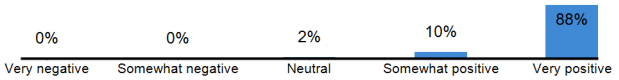
Faculty Surveyed 49
Faculty Responded 49
Response Rate 100%

Faculty's overall evaluation of the program



Resources

	% Program Compliant	% Specialty Compliant	% National Compliant
Satisfied with professional development and education	98%	99%	98%
Workload exceeded residents'/fellows' available time for work	92%	94%	91%

Participated in faculty development and/or scholarly activities to enhance professional skills in:

Education	100%
Quality improvement and patient safety	96%
Fostering your own well-being	96%
Fostering resident/fellow well-being	98%
Practice-based learning and improvement	94%
Contributing to an inclusive clinical learning environment	98%

Professionalism

	% Program Compliant	% Specialty Compliant	% National Compliant
Faculty members act unprofessionally	100%	95%	94%
Residents/fellows comfortable calling supervisors with questions	98%	99%	97%
Process for confidential reporting of unprofessional behavior	100%	100%	99%
Satisfied with process to deal confidentially with problems and concerns	92%	97%	95%
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	96%	98%	97%
Witnessed abuse, harassment, mistreatment, discrimination, or coercion	98%	99%	97%

Patient Safety and Teamwork

	% Program Compliant	% Specialty Compliant	% National Compliant
Information not lost during shift changes, patient transfers, or the hand-off process	96%	95%	91%
Effective teamwork in patient care	98%	99%	97%
Interprofessional teamwork skills modeled or taught	96%	97%	93%
Effectively emphasizes culture of patient safety	98%	99%	97%
Residents/fellows participate in clinical patient safety investigation and analysis of safety events	100%	99%	95%
Know how to report patient safety events	100%	100%	99%
Process to transition patient care and clinical duties when residents/fellows fatigued	92%	96%	92%

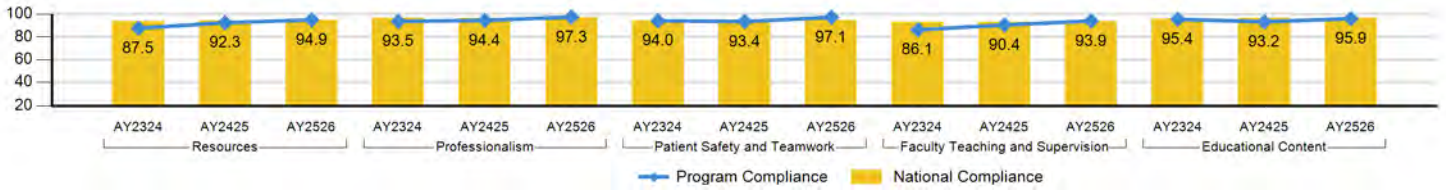
Faculty Teaching and Supervision

	% Program Compliant	% Specialty Compliant	% National Compliant
Sufficient time to supervise residents/fellows	92%	98%	96%
Faculty members committed to educating residents/fellows	100%	99%	97%
Program director effectiveness	96%	98%	95%
Faculty members satisfied with process for evaluation as educators	88%	93%	87%

Educational Content

	% Program Compliant	% Specialty Compliant	% National Compliant
Residents/fellows instructed in cost-effectiveness	94%	96%	95%
Residents/fellows prepared for unsupervised practice	96%	99%	97%
Learning environment conducive to education	98%	98%	97%

Total Percentage of Compliance by Category



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An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process**.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Program Mean	National Mean
I find my work to be meaningful.	50.0%	50.0%	0.0%	0.0%	3.5	3.7
I work in a supportive environment.	62.5%	29.2%	8.3%	0.0%	3.5	3.6
The amount of work I am expected to complete in a day is reasonable.	54.2%	41.7%	4.2%	0.0%	3.5	3.5
I participate in decisions that affect my work.	58.3%	37.5%	4.2%	0.0%	3.5	3.6
I have enough time to think and reflect.	45.8%	45.8%	4.2%	4.2%	3.3	3.4
I am treated with respect at work.	54.2%	37.5%	4.2%	4.2%	3.4	3.6
I feel more and more engaged in my work.	50.0%	37.5%	8.3%	4.2%	3.3	3.4
I find my work to be a positive challenge.	50.0%	41.7%	8.3%	0.0%	3.4	3.5
I find new and interesting aspects in my work.	54.2%	37.5%	8.3%	0.0%	3.5	3.6

	Strongly Disagree	Disagree	Agree	Strongly Agree	Program Mean	National Mean
I often feel emotionally drained at work.	33.3%	37.5%	20.8%	8.3%	3.0	2.8
After work, I need more time than in the past in order to relax.	16.7%	41.7%	25.0%	16.7%	2.6	2.6
I feel worn out and weary after work.	25.0%	33.3%	37.5%	4.2%	2.8	2.7

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Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process**.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Program Mean	National Mean
I find my work to be meaningful.	89.8%	8.2%	0.0%	2.0%	3.9	3.8
I work in a supportive environment.	83.7%	12.2%	0.0%	4.1%	3.8	3.7
The amount of work I am expected to complete in a day is reasonable.	73.5%	20.4%	4.1%	2.0%	3.7	3.5
I participate in decisions that affect my work.	75.5%	14.3%	8.2%	2.0%	3.6	3.6
I have enough time to think and reflect.	65.3%	18.4%	14.3%	2.0%	3.5	3.5
I am treated with respect at work.	79.6%	16.3%	2.0%	2.0%	3.7	3.7
I feel more and more engaged in my work.	67.3%	24.5%	6.1%	2.0%	3.6	3.4
I find my work to be a positive challenge.	77.6%	18.4%	2.0%	2.0%	3.7	3.6
I find new and interesting aspects in my work.	85.7%	12.2%	0.0%	2.0%	3.8	3.6

	Strongly Disagree	Disagree	Agree	Strongly Agree	Program Mean	National Mean
I often feel emotionally drained at work.	51.0%	30.6%	8.2%	10.2%	3.2	3.0
After work, I need more time than in the past in order to relax.	32.7%	40.8%	16.3%	10.2%	3.0	2.9
I feel worn out and weary after work.	36.7%	42.9%	12.2%	8.2%	3.1	3.0

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Prepared by: Trey Huynh-Ngo, MBA (Program Manager of GME)
Department of Graduate Medical Education

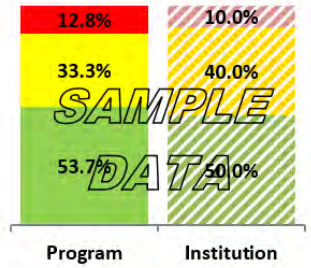
Department of Graduate Medical Education at Stanford Health Care
2025-26 Resident and Fellow Survey Report
<Otolaryngology>

Each year, Stanford's GME office surveys all residents and fellows to assess their training experience. This survey evaluates program quality, curriculum, faculty, and wellness to support continuous improvement at both the program and institutional levels. For the 2025-26 academic year, responses were collected between **Oct 6th** and **Nov 16th of 2025**.

Response Rate

Response Count (non-empty response)	4
Total in Program (as of Nov 14th, 2025)	27
% of Total	15%

Strength and Risk Index



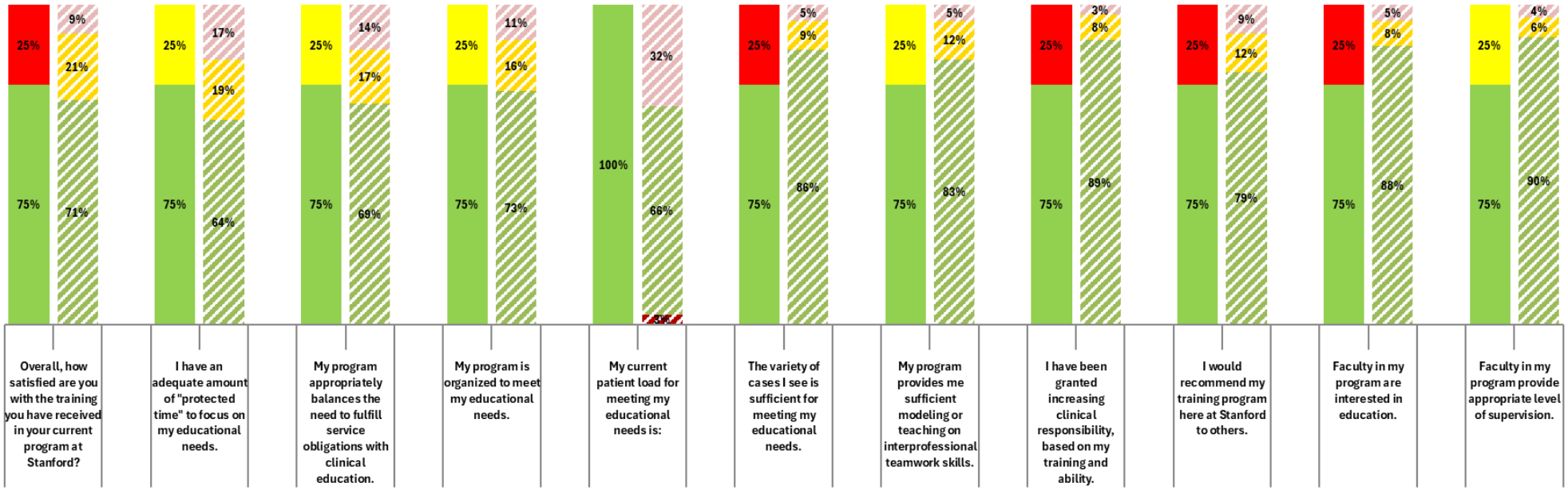
The Strength and Risk Index is used to identify program trends through a three-step process:

1. Coding: Each survey response is coded as a strength (green), potential risk (yellow), or significant risk (red). (See Appendix A for details.)
2. Visualization: Response frequencies are then displayed in color-coded, stacked bar charts for each question.
3. Comparison: Finally, current results are compared against last year's data to identify year-over-year trends.

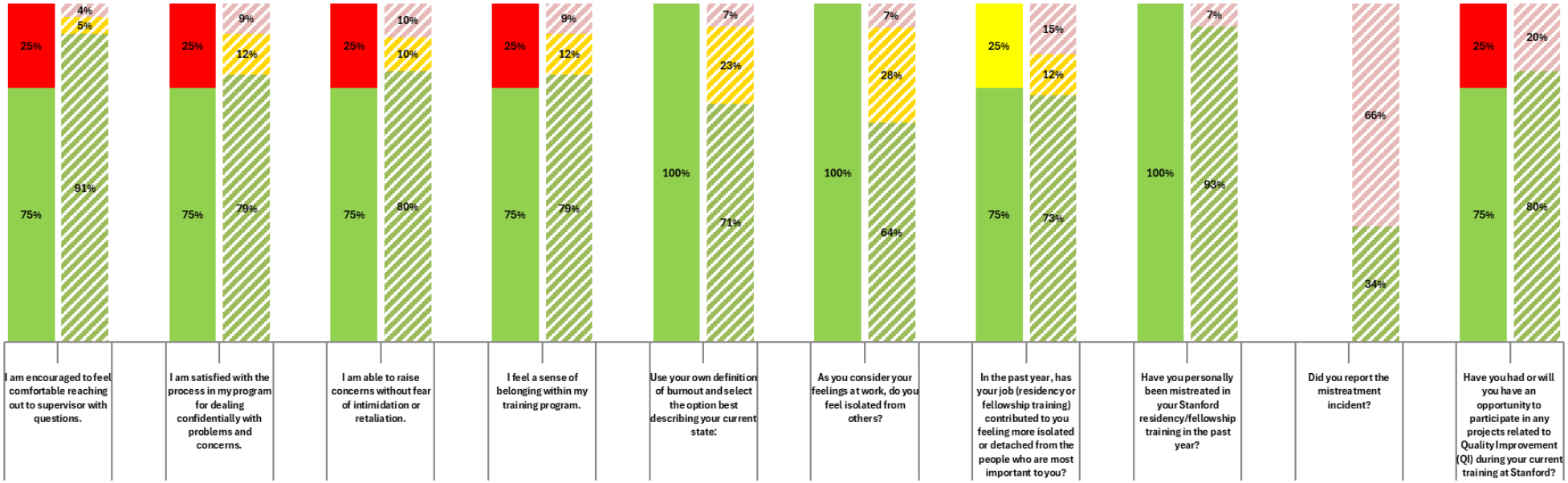
Recommendations on how to use this report:

- Use this survey as a starting point for listening to resident/fellow and faculty perspectives.
- Compare historical trends with past GME Resident and Fellow Survey Report to identify patterns and notable changes.
- Combine findings with other data (work hour, case logging, CCC/milestones, APE) to better evaluate program performance.
- Conduct focus groups to evaluate areas highlighted from this survey.
- Share report transparently with residents/fellows and faculty, including program's response/action plan.
- Educate residents/fellows and faculty of the importance of the upcoming ACGME survey and how the internal Resident & Fellow Survey Report is a precursor to drive continuous program improvement.

PART 1


25%
75%
9%
21%
71%
Overall, how satisfied are you with the training you have received in your current program at Stanford?
25%
75%
17%
19%
64%
I have an adequate amount of "protected time" to focus on my educational needs.
25%
75%
14%
17%
69%
My program appropriately balances the need to fulfill service obligations with clinical education.
25%
75%
11%
16%
73%
My program is organized to meet my educational needs.
100%
32%
66%
My current patient load for meeting my educational needs is:
25%
75%
5%
9%
86%
The variety of cases I see is sufficient for meeting my educational needs.
25%
75%
5%
12%
83%
My program provides me sufficient modeling or teaching on interprofessional teamwork skills.
25%
75%
3%
8%
89%
I have been granted increasing clinical responsibility, based on my training and ability.
25%
75%
9%
12%
79%
I would recommend my training program here at Stanford to others.
25%
75%
5%
8%
88%
Faculty in my program are interested in education.
25%
75%
4%
6%
90%
Faculty in my program provide appropriate level of supervision.

PART 2



*Question of "Did you report it?" is only applicable if "Yes" was selected in previous question related to mistreatment.

Comments on "I would not recommend my training program here at Stanford to others":

- No transparent feedback. Extremely low case volume as juniors with limited guidance on how cases should be distributed by seniors.

Comments on "where did the mistreatment come from?"

None

Comments on" what type of personnel did the mistreatment come from?"

None

Why did you not report the mistreatment incident?

None

If you reported the mistreatment incident, were you satisfied about how the incident was handled?

None

Please describe the strengths of your program.

- - Good operative experience, particularly for rhinology and peds
  - Broad exposure to bread and butter as well as complex cases
  - Great resident team culture
- Clinical breadth and depth
  Faculty dedicated to teaching - truly passionate teachers who give us so much
  Great role models
- Strong experience in all sub specialties, very nice and approachable faculty, extensive research experiences, excellent group of residents that is fun to be around and works hard

What adjustments would you recommend to keep an appropriate balance between your service load and educational needs?

- Increase inpatient APP floor coverage to allow for more uninterrupted OR time for residents.
- It's a good balance, no changes
- The Valley rotation for junior residents is extremely clinic + call heavy with almost no operative experience. Several faculty at valley are extremely conservative and often request "senior residents" even for relatively elementary cases (tonsils, simple excisions, basic sinus surgery) -- and even when in those cases there is sometimes very little independence afforded. There is also no accountability for senior/junior case distribution. As a junior you can go several weeks in a row with a TOTAL of 1-2 cases. If a senior does not try to look for opportunities to get the junior in the OR, or is extremely aggressive at taking over (partially understandable as they probably got limited OR cases as a junior), then they

can spend the entire rotation with minimal to no operative experience. Additionally, with the shift away from head and neck rotation for second years, there is basically no exposure to one of the most important sub-specialties for the specialty in becoming comfortable with open cases.

How would you describe the culture of the program (i.e., how trainees and faculty treat each other and work together)? What would you recommend to enhance the culture?

- - Great resident team culture
  - Overall good culture with attendings, not very hierarchical
- Excellent culture, very collegial, residents and faculty often meet and have activities outside of work.
- On the surface the relationship seems like it is very healthy, but the faculty often hide their true thoughts about trainees, rarely give transparent feedback, and really have no engagement or interest in educating trainees. This superficial "nice" culture is fine overall -- I never feel like anyone is rude or disrespectful, but on the corollary, I never feel we are given real feedback and that is definitely reducing the value of my training.
- Quite supportive, collegial, fun.

What enhancements would you recommend to the channel and process in your program to allow trainees to raise concerns without fear or intimation and to have those concerns dealt with appropriately?

- I have never felt fear or intimidation and I do not think that is a problem with our residency program
- None

Please describe specific actions that can be taken to improve your program.

- Add inpatient APP to scope + headmirror team
- Faculty don't frequently give written constructive feedback in written evaluations for multifactorial reasons, though a commonly discussed reason seems to be fear of retaliation or having the promotions process slowed/interrupted/stopped - depending on the personality of the resident or perceived threat of the resident to report it. This somehow seems to extend to full professors with tenure, though, too, who presumably are not at risk? So I think other things are at play. Attendings give formative and constructive feedback in-person with direct instruction and with indirect gestures ALL of the time (taking over the case and demonstrating better technique, pointing out what a fellow or senior resident is doing that is better/safer, anxiety in the sound of their voice, getting frustrated), and this is helpful, integratable and still provides great learning. And it is never done in an unprofessional way or a way that has made the learning environment feel unsafe for me. Sometimes I just wish we had more of it in writing, I guess summative feedback? What I can't decide, though, is if that's just me trying to make residency more like medical school with "grades" when this is just a different kind of learning. I'm not sure that I have a specific action to suggest on how to change this, other than its acknowledgement and a discussion of how learning occurs when you're a resident.

What did we miss? Are there any other areas of concern or suggestions (GME Office, orientation, call rooms, benefits, security at training sites, etc.)?
None

Appendix A: Coding Scheme

RED: Significant Risk; YELLOW: Potential Risk; GREEN: Strength

PART 1			
Overall, how satisfied are you with the training you have received in your program?	Extremely Unsatisfied Very Unsatisfied Unsatisfied	Satisfied	Very Satisfied Extremely Satisfied
I have an adequate amount of "protected time" to focus on my educational needs.	Disagree Strongly Disagree Moderately Disagree Slightly	Agree Slightly	Agree Moderately Agree Strongly
My program appropriately balances the need to fulfill service obligations with clinical education.			
My program is organized to meet my educational needs.			
My overall patient load for meeting my educational needs is:	Low Very Low	Appropriate	High Very High
The variety of patients I see is sufficient for meeting my educational needs.	Disagree Strongly Disagree Moderately Disagree Slightly	Agree Slightly	Agree Moderately Agree Strongly
My program provides me sufficient modeling or teaching on inter-professional teamwork skills.			
I have been granted increasing clinical responsibility, based on my training and ability.			
Faculty in my program are interested in education.			
Faculty in the program provide appropriate level of supervision.			
I would recommend my training program here to others.			
PART 2			
I am encouraged to feel comfortable calling supervisor with questions.	Disagree Strongly Disagree Moderately Disagree Slightly	Agree Slightly	Agree Moderately Agree Strongly
I am satisfied with the process in my program for dealing confidentially with problems and concerns.			
I am able to raise concerns without fear of intimidation or retaliation.			
I feel a sense of belonging with my training program.			
Use your own definition of burnout and select the option best describing your current state	- The symptoms of burnout that I'm experiencing won't go away. I think about frustrations at work a lot. - I feel completely burned out and often wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.	I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.	I enjoy my work. I have no symptoms of burnout. Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burnout.
As you consider your feelings at work, do you feel isolated from others?	Usually Always	Sometimes	Never Rarely
In the past year, has your job (residency or fellowship training) contributed to you feeling more isolated or detached from the people who are most important to you?	Very true Complete true	Moderately true	Not at all true Sometime true
Have you personally been mistreated in your Stanford residency/fellowship training here at Stanford?	Yes		No

- If yes, did you report it?	No	Yes
Have you had or will you have an opportunity to participate in any projects related to Quality Improvement (QI) during your current training at Stanford?		

Stanford MEDICINE School of Medicine
Otolaryngology — Head & Neck Surgery

RESIDENCY PUBLICATIONS

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CHIEF RESIDENTS

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PGY4

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PGY3

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PGY2

Michaele Francesco Corbisiero, MD, MPH, MSc

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Lekha Yesantharao, MD

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PGY1

Yasmin Eltawil, MD

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Sabrina Maoz, MD, PhD

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Research Y2

Patrick Kiessling, MD

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Research Y1

Elish Mahajan, MD

2025-26 CONFERENCES & COURSES ATTENDED BY CURRENT STANFORD RESIDENTS

Conference/Course	Attendees	Date
AAOA Allergy Course, Park City, UT, 7/25	Bodd, Cooperman, Moon, Sagi, Sheth, Wu	July, 2025
AOCMF Course - Management of Facial Trauma, Boston, MA, 8/25	Sheth	Aug., 2025
UC Davis Simulation Boot Camp, 8/25	Eltawil, Fereydooni, Maoz, Nyaeme, Yang	Aug., 2025
UCSF Otolaryngology Update, 9/25	Wu	Sept., 2025
The Fall Voice Conference, Charlotte, NC, 9/25	Belsky, Park	Sept., 2025
International Facial Nerve Symposium, Madrid, Spain, 9/25	Ezzibdeh	Sept., 2025
AAO-HNSF, Indianapolis, IN, 10/25	Kiessling, Sagi, Wu	Oct., 2025
ARS Annual Meeting, Indianapolis, IN, 10/25	Wu, Yang	Oct., 2025
U.S. – France Friendship Temporal Bone Dissection Course, Raleigh, NC, 10/25	Thai	Oct., 2025
SUO|AAODO|OPDO Combined Meeting, Washington, DC, 11/25	Kiessling, Nelson	Nov., 2025
University of Colorado 10th Annual Course for Microscopic and Endoscopic Approaches to the Skull Base, Aurora, CO, 11/25	Rahman	Nov., 2025
AOCMF Course - Management of Facial Trauma, La Jolla, CA, 11/25	Belsky, Ezzibdeh	Nov., 2025
Chilean Congress of Otolaryngology and Head & Neck Surgery Annual meeting, Santiago, Chile, 11/25	Nelson	Nov., 2025
AOCMF Course - Management of Facial Trauma, Durham, NC, 12/25	Bodd	Dec., 2025
SENTAC Annual Meeting, San Francisco, CA, 12/25	Cooperman. Kiessling, Nelson	Dec., 2025
The Triological Society Combined Sections Meeting, Orlando, FL, 1/26	Belsky	Jan., 2026
9th Hands-on International Pediatric Airway Surgery Workshop, Kathmandu, Nepal, 2/26	Nelson	Feb., 2026
INDO-US Airway Conclave, Lucknow, India, 2/26	Nelson	Feb., 2026
AOCMF Course - Management of Facial Trauma, Chicago, IL, 3/26	Wu	Mar. 2026
Stanford Advanced Airway Management and Fiberoptic Course, Stanford, CA, 3/26	Belsky, Bodd, Cooperman, Kiessling, Losorelli, Sagi, Soo, Wu	Mar. 2026
The Annual Conference on Medicine and Religion, Houston, TX	Bodd	Mar. 2026
COSM, Phoenix, AZ, 4/26	Kiessling, Moon, Park, Thai, Wu	April, 2026

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ALL CONFERENCES & COURSES ATTENDED BY CURRENT STANFORD RESIDENTS

Conference/Course	Attendees
AACR-AHNS Conference, Montreal, Québec, Canada, 7/23	Lee, Soo
AAFPRS Annual Meeting, Las Vegas, NV, 10/23	Wu
AAFPRS Annual Meeting, New Orleans, LA, 10/24	Losorelli
AAOA Allergy Course, Fort Lauderdale, FL, 7/22	Diop, Fullerton, Huang, Park, Wei
AAOA Allergy Course, Seattle, WA, 7/23	Belsky, Ezzibdeh, Kiessling, Losorelli, Rahman
AAOA Allergy Course, Hollywood, FL, 7/24	Azimzadeh, Lee, Mahajan, Nelson, Thai
AAOA Allergy Course, Park City, UT, 7/25	Bodd, Cooperman, Moon, Sagi, Sheth, Wu
AAO-HNSF, Nashville, TN, 10/23	Kiessling
AAO-HNSF, Miami, FL, 9/24	Ezzibdeh, Kiessling, Rahman, Sheth
AAO-HNSF, Indianapolis, IN, 10/25	Kiessling, Sagi, Wu
Advancing Communication Excellence at Stanford (ACES), Stanford, CA, 2022	Belsky, Kiessling, Rahman
AOCMF Course - Management of Facial Trauma, Boston, MA, 8/25	Sheth
AOCMF Course - Management of Facial Trauma, La Jolla, CA, 11/25	Belsky, Ezzibdeh
AOCMF Course - Management of Facial Trauma, Durham, NC, 12/25	Bodd
AOCMF Course - Management of Facial Trauma, Chicago, IL, 3/26	Wu
ARO MidWinter Meeting, San Jose, CA, 1/22	Losorelli
ARO MidWinter Meeting, Anaheim, CA, 2/24	Sagi
ARS Annual Meeting, Miami, FL, 9/24	Grimm, Rahman
ARS Annual Meeting, Indianapolis, IN, 10/25	Wu, Yang
ASPO Annual Meeting, Montréal, Canada, 5/25	Nelson
Chilean Congress of Otolaryngology and Head & Neck Surgery Annual meeting, Valdivia, Chile, 11/24	Rahman
Chilean Congress of Otolaryngology and Head & Neck Surgery Annual meeting, Santiago, Chile, 11/25	Nelson
COSM, Dallas, TX, 4/22	Kiessling
COSM, Boston, MA, 5/23	Kiessling, Losorelli, Park
COSM, Chicago, IL, 5/24	Belsky, Kiessling, Losorelli, Nelson, Rahman, Soo, Wu
COSM, New Orleans, LA, 5/25	Lee, Losorelli, Nelson, Thai, Wu
COSM, Phoenix, AZ, 4/26	Kiessling, Moon, Park, Thai, Wu
Hands-on International Pediatric Airway Surgery Workshop, Kathmandu, Nepal, 2/26	Nelson
INDO-US Airway Conclave, Lucknow, India, 2/26	Nelson
International Facial Nerve Symposium, Madrid, Spain, 9/25	Ezzibdeh
International Society for Auricular Reconstruction (ISAR) Congress, Toronto, Canada, 4/24	Losorelli
OHBN Annual Meeting, Seoul, South Korea, 6/24	Moon
Pediatric Otolaryngology Updates, Sonoma, CA, 2/25	Cooperman, Mahajan, Nelson, Sheth
SENTAC Annual Meeting, San Francisco, CA, 12/25	Cooperman, Kiessling, Nelson
Stanford ACS Thyroid, Parathyroid, and Neck Ultrasound (TPNUS) Course, Stanford, CA, 4/23	Park, Rahman
Stanford ACS Thyroid, Parathyroid, and Neck Ultrasound (TPNUS) Course, Stanford, CA, 6/24	Belsky, Bodd, Nelson

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Conference/Course	Attendees
Stanford Advanced Airway Management and Fiberoptic Course, Stanford, CA, 3/24	Ezzibdeh
Stanford Advanced Airway Management and Fiberoptic Course, Stanford, CA, 3/25	Rahman
Stanford Advanced Airway Management and Fiberoptic Course, Stanford, CA, 3/26	Belsky, Bodd, Cooperman, Losorelli, Kiessling, Sagi, Soo, Wu
Stanford Facial Plastics Course (annual in October), Stanford, CA	Most residents
Stanford Langmore FEES Course, Stanford, CA, 1/25	Kiessling
Stanford Otology/Neurotology Course (biennial in November), Stanford, CA	Most residents
Stanford Rhinology Cadaver Dissection Course (annual in November/December), Milpitas, CA	Most residents
SUO|AAODO|OPDO Combined Meeting, Phoenix, AZ, 11/24	Belsky
SUO|AAODO|OPDO Combined Meeting, Washington, DC, 11/25	Kiessling, Nelson
The Annual Conference on Medicine and Religion, Houston, TX	Bodd
The Fall Voice Conference, Miami, FL, 10/21	Belsky
The Fall Voice Conference, Washington DC, 10/23	Belsky
The Fall Voice Conference, Phonix, AZ, 10/24	Belsky
The Fall Voice Conference, Charlotte, NC, 9/25	Belsky, Park
The Triological Society Combined Sections Meeting, Orlando, FL, 1/26	Belsky
UC Davis Simulation Boot Camp, 8/19	Soo
UC Davis Simulation Boot Camp, 8/22	Cooperman, Lee, Mahajan, Nelson, Thai
UC Davis Simulation Boot Camp, 8/23	Bodd, Moon, Sagi, Sheth, Wu
UC Davis Simulation Boot Camp, 8/24	Corbisiero, Ezeh, Grimm, Warren, Yesantharao
UC Davis Simulation Boot Camp, 8/25	Eltawil, Fereydooni, Maoz, Nyaeme, Yang
UCSF Otolaryngology Update, 9/25	Wu
University of Colorado 10th Annual Course for Microscopic and Endoscopic Approaches to the Skull Base, Aurora, CO, 11/25	Rahman
U.S. – France Friendship Temporal Bone Dissection Course, Raleigh, NC, 10/25	Thai
World Molecular Imaging Congress 2023, Prague, Czech Republic, 9/23	Park

SELECTED FACULTY JOURNAL PUBLICATIONS in 2025

All Stanford OHNS faculty authors are boldfaced

Iram Ahmad, MD, MME

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Heather Starmer, MA, BCS-S, CCC-SLP

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Kristen Steenerson, MD

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John Sunwoo, MD

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Tristan Tham, MD

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Tulio Valdez, MD, MSc

1: Park RK, Lee MC, Härtl S, Arús BA, **Nuyen B**, **Sung CK**, **Baik FM**, Bruns OT, **Valdez TA**. Multimodal Shortwave Infrared Imaging for Visualization of Injection Laryngoplasty. Otolaryngol Head Neck Surg. 2025 Oct 17. doi: 10.1002/ohn.70050. Epub ahead of print. PMID: 41104838.

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Faculty Member	Funding Source	Role on Project	Grant Title	Project Period	Current Year Direct Cost	NIH Branch
Jennifer Alyono	Cochlear Americas	PI	A post-approval, prospective, nonrandomized, single-arm multicenter investigation to evaluate the safety and effectiveness of cochlear implantation in children and adults with unilateral hearing loss/single-sided deafness	10/6/2022-10/5/2028	$ 33,107	
Fred Baik	VLP Therapeutics LLC	PI	Study of Intratumoral Injections of VLPONC-01 in Head and Neck Cancer	5/1/2025-4/30/2028	$ 517,108	
Fred Baik	Droplet Biosciences Inc.	PI	Surgical drain fluid for detection of molecular residual disease (MRD) in patients with head and neck cancers	9/17/2025-9/16/2028	$ 68,055	
Nesrine Benkafadar (Heller lab)	National Institutes of Health	PI	Avian-inspired Regenerative Therapies for Hearing Loss	3/1/2024-2/28/2027	$ 125,000	NIDCD
Robson Capasso	Stanford Woods Institute fo the Environment	PI	Albert Einstein Hospital Upluxo Program: Disrupting Hospitals Fabric Reutilization	7/1/2023-10/31/2026	$ 60,000	
Robson Capasso	Samsung Electronics America, Inc.	PI	Reliability of the Samsung Galaxy for the Detection of Moderate to Severe Obstructive Sleep Apnea	9/23/2024-7/31/2026	$ 214,924	
Robson Capasso	National Institutes of Health	Co-I	Understanding Influenza and SARS-CoV-2 vaccine responses, in vivo and in vitro	5/1/2024-4/30/2029	$ 8,548	NIAID
Kay Chang	Integra LifeSciences Corporate Research Center	PI	Real World, Observational Pediatric Registry of the Acclarent AERA Eustachian Tube Balloon Dilation System	11/17/2025-11/30/2031	$ 12,102	
Michael Chang	Stanford Center for Asian Health Research and Education	PI	Improving Nasopharyngeal Carcinoma Diagnosis Through Deep Learning of Endoscopic Images	5/1/2024-4/30/2026	$ 25,000	
Michelle Chen	American Academy of Otolaryngology-Head & Neck Surgery Inc.	PI	Development of a food is medicine intervention for patients with head and neck cancer	7/1/2025-6/30/2026	$ 18,182	
Michelle Chen	Stanford Cancer Institute	PI	Establishing the role of Leptotrichia and its associated immunomodulatory micropeptides as biomarkers in head and neck squamous cell carcinoma	3/1/2026-2/28/2027	$ 69,500	
Alan Cheng	National Institutes of Health (via OHSU)	PI	Investigating the origin and functional properties of immune cells in noise-induced hearing loss	6/12/2023-5/31/2026	$ 28,000	NIDCD
Alan Cheng	National Institutes of Health	PI	Stanford Clinician Scientist Training Program	4/1/2022-3/31/2027	$ 325,385	NIDCD
Alan Cheng (MPI: Konstantina Stankovic)	National Institutes of Health	PI	Human Ear Cellular Atlas	9/16/2022-7/31/2027	$ 409,184	NIDCD
Alan Cheng (MPI: Konstantina Stankovic)	National Institutes of Health	PI	Human Ear Cellular Atlas	8/1/2024-7/31/2026	$ 46,657	NIDCD
Alan Cheng	National Institutes of Health (via Indianna U.)	PI	Mechanisms of Mammalian genetic hearing loss	4/1/2023-3/31/2028	$ 60,861	NIDCD
Alan Cheng	National Institutes of Health	PI	Molecular basis of mammalian cochlear regeneration	5/1/2023-4/30/2028	$ 417,421	NIDCD
Alan Cheng	National Institutes of Health	PI	Mentoring Patient Oriented Research in sensory disorders	5/1/2023-4/30/2028	$ 180,405	NIDCD
Alan Cheng	National Institutes of Health	PI	Mouse and human vestibular regeneration and function	12/1/2023-11/30/2028	$ 467,737	NIDCD
Tracy Cheng (Cheng lab)	American Hearing Research Foundation	PI	Mammalian hair cell regeneration in two clinical models of human hearing loss	1/1/2026-12/31/2026	$ 50,000	
Elizabeth DiRenzo	National Institutes of Health	PI	Evaluating the role of epithelial basal cells in laryngeal homeostasis and disease	6/1/2022-5/31/2027	$ 234,302	NIDCD
Elizabeth DiRenzo	University of California Office of the President	Co-I	Dissecting the interplay between tumor genotype and smoking during lung carciogenesis	7/1/2025-6/30/2027	$ 9,861	
Vasu Divi	Regeneron Pharmaceuticals, Inc.	PI	A PHASE 2 STUDY OF NEOADJUVANT CEMIPLIMAB FOR STAGE II TO IV (M0) CUTANEOUS SQUAMOUS CELL CARCINOMA (CSCC)	10/22/2020-5/31/2026	$ 381,303	
Vasu Divi	Regeneron Pharmaceuticals, Inc.	PI	R2810-ONC-1788: A RANDOMIZED, PLACEBO-CONTROLLED DOUBLE-BLIND STUDY OF ADJUVANT CEMIPLIMAB VERSUS PLACEBO AFTER SURGERY AND RADIATION THERAPY IN PATIENTS WITH HIGH RISK CUTANEOUS SQUAMOUS CELL CARCINOMA	10/19/2023-10/31/2027	$ 325,878	
Vasu Divi	Merck & Co., Inc.	PI	A Phase 2/3, adaptive, randomized, open-label, clinical study to evaluate neoadjuvant and adjuvant V940 (mRNA-4157) in combination with pembrolizumab (MK-3475) versus standard of care, and pembrolizumab monotherapy in participants with resectable locally advanced cutaneous squamous cell carcinoma (LA cSCC) (INTerpath-007)	9/1/2024-8/31/2027	$ 1,091,344	
Andrey Finegersh	National Institutes of Health	PI	ACTL6a ties metabolic reprogramming to cancer stem cell maintenance in oral cavity squamous cell carcinoma	7/15/2025-7/14/2027	$ 100,000	NIDCR

Faculty Member	Funding Source	Role on Project	Grant Title	Project Period	Current Year Direct Cost	NIH Branch
Jake Lee	Rakuten Medical, Inc.	PI	A Phase 3 Multicenter, Randomized, Open-label Study of ASP-1929 Photoimmunotherapy in Combination With Pembrolizumab Versus Standard of Care in the First-line Treatment of Patients With Locoregional Recurrence of Squamous Cell Carcinoma of the Head and Neck (HNSCC) With No Distant Metastases	12/12/2025-12/12/2031	$ 1,336,151	
Ayse Marasliogl u (Heller lab)	American Hearing Research Foundation	PI	Overcoming Proliferative Barriers: Targeting Supporting Cells for Hair Cell Regeneration in the Mammalian Cochlea	1/1/2026-12/31/2026	$ 50,000	
Ted Mau	National Institutes of Health (via UT Southwestern)	PI	Sensory Mechanisms in Primary Muscle Tension Dysphonia	8/1/2025-7/31/2028	$ 23,220	NIDCD
Ted Mau	National Institutes of Health (via UT Dallas)	2P1I990)	Central modulation-paired motor rehabilitation for recurrent laryngeal nerve injury	8/1/2025-7/31/2029	$ 36,830	NIDCD
Uchechukwu Megwalu	University of California Office of the President	PI	Understanding Racial Disparities in Head and Neck Cancer	7/1/2022-6/30/2026	$ 182,596	
Kara Meister	Stanford Woods Institute fo the Environment	PI	Measuring Nano/Microplastics in Human Immune Tissue	10/1/2024-9/30/2026	$ 100,000	
Kara Meister	Stanford Doerr School of Sustainability	PI	Estimation of nano/microplastic pollution in humans through high-resolution, high-throughput spectroscopy	3/1/2025-8/31/2026	$ 149,376	
Jayakar Nayak	National Institutes of Health	PI	Optimizing Surgical Transplant of CFTR Gene-Corrected Human Basal Stem Cells to the Upper Airway	3/1/2021-1/31/2027	$ 294,564	NHLBI
Jayakar Nayak	National Institutes of Health	Co-I	Understanding and targeting molecular and cellular events responsible for pulmonary arteriovenous malformation development, growth and regression	9/1/2024-8/31/2027	$ 1,084	NHLBI
Jayakar Nayak	California Institute for Regenerative Medicine	Co-I	Autologous Gene Corrected Sinus Basal Cells to Treat Serious Cystic Fibrosis Sinus Disease	8/1/2024-8/31/2026	$ 301,020	
Teresa Nicolson (MPI: Alan Cheng)	National Institutes of Health	PI	Diversification of the mechanotransduction complex in vestibular hair cells	7/14/2023-6/30/2028	$ 414,160	NIDCD
Zara Patel	Agency for Healthcare Research and Quality	Co-I	Long COVID Care Resources and Education to Advance Community Health (REACH)	9/30/2023-9/29/2028	$ 9,819	AHRQ
Nathan Reticker-Flynn	ARPA-H (via Rice U.)	PI	THOR: Targeted Hybrid Oncotherapeutic Regulation	9/25/2023-9/24/2028	$ 461,805	
Nathan Reticker-Flynn	Department of Defense	PI	Revealing and targeting lipidomic vulnerabilities to treat early-stage melanoma	8/1/2023-7/31/2026	$ 80,367	
Nathan Reticker-Flynn	National Institutes of Health	PI	A modular cell therapy platform for controlling immunological tolerance	8/4/2023-7/31/2028	$ 299,983	NIAID
Nathan Reticker-Flynn	Robert L Fine Cancer Research Laboratory Foundation Inc.	PI	An immune activating cell therapy for the treatment of metastatic pancreatic cancer	12/19/2024-12/31/2026	$ 126,847	
Nathan Reticker-Flynn	Stanford Cancer Institute	PI	Decoding immunological tolerance programs within lymph nodes through in vivo interactions screens	10/1/2025-9/30/2026	$ 69,500	
Anthony Ricci	National Institutes of Health	Mentor	Investigating the role of mechanotransduction machinery and the rootlet in modulating stereocilia motion	5/1/2023-4/30/2026	$ 80,224	NIDCD
Anthony Ricci	National Institutes of Health	PI	Probing how hair bundle mechanical properties shape the mechanotransducer receptor current	9/18/2023-8/31/2028	$ 406,511	NIDCD
Anthony Ricci	National Institutes of Health	PI	Determining how the natural hair bundle stimulations shapes the hair cell receptor current	12/15/2024-11/30/2029	$ 442,955	NIDCD
Konstantina Stankovic	National Institutes of Health (via MGH)	PI	Targeting HMGB1 to improve hearing and enhance therapy for NF2 Vestibular Schwannomas	6/16/2023-5/31/2028	$ 81,412	NIDCD
Konstantina Stankovic	National Institutes of Health	Co-I	AI-based genetic discovery for hearing loss	6/16/2023-5/31/2028	$ 21,966	NIDCD
Konstantina Stankovic	Children's Tumor Foundation	PI	Temporal Trends in Plasma Biomarkers: Implications for Hearing and Tumor Progression in People with Vestibular Schwannoma	9/1/2024-8/31/2026	$ 68,450	
Konstantina Stankovic	National Institutes of Health	PI	Multimodality Micro-Optical Coherence Tomography for Imaging the Functional Microanatomy of the Human Cochlea	1/7/2025-12/31/2029	$ 662,543	NIDCD
Konstantina Stankovic	Coulter Endowment Program - University Research	PI	Development of a miniature laser probe to non-invasively reduce cerumen production	5/16/2025-5/15/2026	$ 125,000	
Konstantina Stankovic	National Institutes of Health (via MEEI)	PI	Vestibular dysfunction in patients with sporadic vestibular schwannomas and NF2-related schwannomatosis	5/1/2025-4/30/2030	$ 65,028	NIDCD
Konstantina Stankovic (MPI: Stefan Heller)	California Institute for Regenerative Medicine	PI	Identifying and Overcoming Roadblocks to Hearing Restoration Using Human Induced Pluripotent Stem Cells	2/1/2026-1/31/2029	$ 936,055	
Kristen Steenerson	Starkey Laboratories, Inc. DBA Starkey Hearing Technologies	PI	Fall risk assessment and prevention using in-ear device	11/10/2021-11/9/2026	$ 274,256	

Resident Travel and Conference Funding Policy

Note: Check the latest updates on University-sponsored travel.

Resident travel to the following scientific meetings will generally be approved for departmental support: American Association for Research in Otolaryngology (ARO), Combined Otolaryngological Spring Meetings (COSM), American Academy of Otolaryngology-Head & Neck Surgery Annual Meeting (AAO-HNS), and Section Meetings of the Triological Society. Resident travel to AO CMF courses (once per calendar year per resident) will also be approved with additional department funding if they are able to secure grant funding to cover part of the expenses. Travel to other meetings may be approved on a case-by-case basis by the program director.

In addition, funding approval will require that the following three circumstances exist:

The resident must be the podium speaker, course lecturer, or poster presenter. Poster presentations are generally acceptable only for PGY1-3 residents (at the time of the presentation). If a poster of a PGY4-PGY5 resident is accepted the resident may be eligible for travel funding but this must be approved by the program director ahead of time. However, posters on laboratory basic science topics are acceptable at any training level.

In addition, the work must be original and presented for the first time **and**, the presentation must be accompanied by a manuscript that is submitted to a peer reviewed journal before the time of the meeting.

Major Expense Guidelines (Residents are highly recommended to book their travel, including flight and hotel (with exceptions), through the Stanford Travel program for sponsored trips):

Booking travel

	Register travel via the itinerary forwarding service	**Book through one of the** Stanford Travel **booking channels**
Flight and hotel	**Required** (Unless booked through Stanford Trave or conference hotel)	Highly encouraged because of **automatic registration** of itinerary as well as any changes to the itinerary
Car rental	Not required	Recommended

§ Roundtrip airfare will be reimbursed at the lowest available fare. Residents are encouraged to purchase through Egencia or other Stanford Travel channels: https://stanfordtravel.stanford.edu/ (using your SUNet ID and pw). Resident are required to use the **itinerary-forwarding service** if flights are not booked through the **Stanford Travel** program, and provide **comparison** pricing via Egencia.
§ Hotel lodging should also be either booked through Egencia (except for conference hotels) or use the **itinerary-forwarding service** if not booked through the **Stanford Travel** program. Regardless of the mode of booking hotels, travelers must continue to adhere to Stanford's lodging policy.
§ Meeting registration reimbursement will be based on early pre-registration, not at-the-door fees.
§ All ground transportation reimbursement is based on actual expenses and should be reasonable and necessary. Per AGM 5.4.2, it is recommended to use Stanford Travel to book rental cars.
§ Meals will **not** be reimbursed.

§ Total departmental reimbursement for a given meeting will be a **maximum of $1,400** per domestic trip, and **$1,600** per international trip
§ Poster expenses are reimbursed up to $200. This is considered separate from the travel expenses.

NOTE: The ultimate approval of all resident travel at departmental expense is at the discretion of the program director and departmental chair. Approval of reimbursement for travel not meeting the above criteria may be possible under certain circumstances and will be evaluated on a case-by-case basis.

2026-27 Resident Rotation Schedule

Month	Block	Week		Scalpel 5	4	3	1	SERVICE	Scope 5	4	2	1	SERVICE	Headmirror 4	3	1	SERVICE	VA 5	3	SERVICE	1/2RS3 3	SERVICE	SCVMC 5	2	SERVICE	LPCH 4	2	1	SERVICE	CR 2	NF 2	SERVICE	KP 4	SERVICE	Float MF 5	5	RS4	RS3	Rad	Off
June	1	6/22	1	LN	SW	LY	MO	4	ML	PM	SF	GF	4	PK	MC		2	SC	BW	2	UE	1	RP	YE	2	VS	JY	SaiM	3	MN	SM	2	MB	1	MB	AT		DG		
July		6/29	2	LN	SW	LY	MO	4	ML	PM	SF	GF	4	PK	MC		2	SC	BW	2	UE	1	RP	YE	2	VS	JY	SaiM	3	MN	SM	2	MB	1		AT		DG		
		7/6	3	LN	SW	LY	MO	4	ML	PM	SF	GF	4	PK	MC		2	SC	BW	2	UE	1	RP	YE	2	VS	JY	SaiM	3	MN	SM	2	MB	0		AT				DG
		7/13	4	LN	SW	LY	MO	4	ML	PM	SF	GF	4	PK	MC		1	SC	BW	2	UE	1	RP	YE	2	VS	JY	SaiM	3	MN	SM	2	MB	1		AT				DG
	2	7/20	5	LN	SW	LY	ATg	3	ML	PM	SF		3	PK	MC	GF	2	SC	BW	2	UE	1	RP	YE	2	VS	JY	MeL	3	MN	SM	2	MB	1	AT			DG	GF	
August		7/27	6	LN	SW	LY	ATg	4	ML	PM	SF		3	PK	MC	GF	2	SC	BW	2	UE	1	RP	YE	2	VS	JY	MeL	3	SM	MN	2	MB	1	AT			DG	GF	
		8/3	7	LN	SW	LY	ATg	4	ML	PM	SF		3	PK	MC		2	SC	BW	2	UE	1	RP	YE	2	VS	JY	MeL	3	SM	MN	2	MB	1	AT			DG	GF	
		8/10	8	LN	SW	LY	ATg	3	ML	PM	SF	AT	3	PK	MC		3	SC	BW	2	UE	0	RP	YE	2	VS	JY	MeL	2	UE	SM	MN	2		0	AT		MB	DG	GF	
	3	8/17	9	LN	SW	LY	GF	4	ML	PM	SF	O1	4	PK	MC		2	SC	BW	2	UE	1	RP	YE	2	VS	JY	MeL	3		SM	MN	2		0	AT		MB	DG		
		8/24	10	LN	SW	LY	GF	4	ML	PM	SF	O1	3	PK	MC		1	SC	BW	2	UE	0	RP	YE	2	VS	JY	MeL	UE	3		SM	MN	2		0	AT		MB	DG		
September		8/31	11	ML	VS	DG	GF	4	RP	SW	MN	O1	4	MB	UE		2	AT	MC	2	LY	1	LN	SM	2	PK	SF	MeL	3		JY	YE	2	PM	1		SC		BW		
		9/7	12	ML	VS	DG	GF	4	RP	SW	MN	O1	3	MB	UE		2	AT	MC	2	LY	0	LN	SM	LY	2	PK	SF	MeL	3		JY	YE	2	PM	1		SC		BW		
	4	9/14	13	ML	VS	DG	MeL	4	RP	SW	MN		3	MB	UE	ATg	2	AT	MC	2	LY	1	LN	SM		2	PK	SF	MO	3		JY	YE	2	PM	0		SC		BW	ATg	
		9/21	14	ML	VS	DG	MeL	3	RP	SW	MN		3	MB	UE		2	AT	MC	1	LY	0	LN	SM		2	PK	SF	MO	3		JY	YE	2	PM	1		SC		BW	ATg	
October		9/28	15	ML	VS	DG	MeL	3	RP	SW	MN	SC	3	MB	UE		2	AT	MC	1	LY	0	LN	SM		2	PK	SF	MO	LY	3		JY	YE	2	PM	1	SC		BW	ATg	
		10/5	16	ML	VS	DG	MeL	4	RP	SW	MN		3	MB	UE	ATg	3	AT	MC	2	LY	1	LN	SM		2	PK	SF	MO		3		YE	JY	2	PM	1	SC		BW	ATg	
	5	10/12	17	ML	VS	DG	ATg	4	RP	SW	MN		3	MB	UE		2	AT	MC	2	LY	1	LN	SM	SC	2	PK	SF	MO		2		YE	JY	2	PM	1	SC		BW		
		10/19	18	ML	VS	DG	ATg	4	RP	SW	MN		3	MB	UE		1	AT	MC	2	LY	0	LN	SM		2	PK	SF	MO		3	LY	YE	JY	2		0	SC	PM	BW		
November		10/26	19	ML	VS	DG	ATg	4	RP	SW	MN		3	MB	UE		2	AT	MC	2	LY	1	LN	SM		2	PK	SF	MO		3		YE	JY	2		0	SC	PM	BW		
		11/2	20	ML	VS	DG	ATg	3	RP	SW	MN		3	MB	UE		2	AT	MC	1	LY	1	LN	SM		2	PK	SF	MO		3		YE	JY	2		0	SC	PM	BW		
	6	11/9	21	RP	PK	BW	SaiM	4	SC	VS	YE	ATg	4	PM	LY		2	LN	UE	2	DG	1	AT	JY		2	MB	MN	GF		3		SF	SM	2	SW	1		ML		MC		
		11/16	22	RP	PK	BW	SaiM	4	SC	VS	YE	ATg	4	PM	LY		2	LN	UE	2	DG	1	AT	JY		2	MB	MN	GF		3		SF	SM	2	SW	0		ML		MC		
		11/23	23	RP	PK	BW	SaiM	4	SC	VS	YE	ATg	4	PM	LY		2	LN	UE	2	DG	1	AT	JY		2	MB	MN	GF		3		SF	SM	2	SW	1		ML		MC		
December		11/30	24	RP	PK	BW	SaiM	4	SC	VS	YE	ATg	3	PM	LY		1	LN	UE	2	DG	0	AT	JY	ML	2	MB	MN	GF		2	DG	SF	SM	2	SW	1		ML		MC		
	7	12/7	25	RP	PK	BW	MO	4	SC	VS	YE	MeL	3	PM	LY		2	LN	UE	2	DG	0	AT	JY	DG	2	MB	MN	O2		2		SM	SF	2	SW	1	ML			MC		
		12/14	26	RP	PK	BW	MO	4	SC	VS	YE	MeL	4	PM	LY		2	LN	UE	2	DG	1	AT	JY		2	MB	MN	O2		3		SM	SF	2	SW	1	ML			MC		
		12/21	27	RP	PK	BW	MO	4	SC	VS	YE	MeL	4	PM	LY		2	LN	UE	2	DG	1	AT	JY		2	MB	MN	O2		3		SF	SM	2	SW	1	ML			MC		
January		12/28	28	RP	PK	BW	MO	3	SC	VS	YE	MeL	4	PM	LY		2	LN	UE	2	DG	1	AT	JY		2	MB	MN	O2		3		SM	SF	2	SW	1	ML			MC		
	8	1/4	29	RP	PK	DG	MeL	3	SC	VS	YE	SaiM	4	PM	LY		2	LN	UE	2	BW	1	AT	JY		2	MB	MN	ATg		3		SM	SF	2		0	ML		SW	MC		
		1/11	30	RP	PK	DG	MeL	3	SC	VS	YE	SaiM	3	PM	LY		2	LN	UE	2	BW	1	AT	JY		2	MB	MN	ATg		3		SM	SF	2		0	ML		SW	MC		
		1/18	31	RP	PK	DG	MeL	3	SC	VS	YE	SaiM	3	PM	LY		2	LN	UE	2	BW	0	AT	JY		2	MB	MN	ATg	BW	3		SM	SF	2		0	ML		SW	MC		
		1/25	32	RP	PK	DG	MeL	4	SC	VS	YE	SaiM	4	PM	LY		1	LN	UE	1	BW	1	AT	JY		2	MB	MN	ATg		3		SF	SM	2		0	ML		SW	MC		
February	9	2/1	33	AT	MB	MC	GF	4	LN	PK	SM		3	SW	DG		1	ML	LY	2	BW	0	SC	SF		2	PM	YE	ATg		3	BW	JY	MN	2	VS	0		RP		UE	SaiM	
		2/8	34	AT	MB	MC	GF	4	LN	PK	SM	BW	3	SW	DG	SaiM	3	ML	LY	2	BW	0	SC	SF		2	PM	YE	ATg		3		JY	MN	2	VS	1		RP		UE	SaiM	
		2/15	35	AT	MB	MC	GF	4	LN	PK	SM		3	SW	DG	SaiM	2	ML	LY	2	BW	1	SC	SF		2	PM	YE	ATg		3		JY	MN	2	VS	1		RP		UE	SaiM	
		2/22	36	AT	MB	MC	GF	4	LN	PK	SM		3	SW	DG		2	ML	LY	2	BW	0	SC	SF	LY	2	PM	YE	ATg		3		JY	MN	2	VS	1		RP		UE	SaiM	
March	10	3/1	37	AT	MB	MC	ATg	4	LN	PK	SM	MO	4	SW	BW		2	ML	LY	2		0	SC	SF		2	PM	YE	SaiM		3		JY	MN	2	VS	1	RP			UE		DG
		3/8	38	AT	MB	MC	ATg	4	LN	PK	SM	MO	4	SW	BW		2	ML	LY	2		0	SC	SF		2	PM	YE	SaiM		3		MN	JY	2	VS	1	RP			UE		DG
		3/15	39	AT	MB	MC	ATg	3	LN	PK	SM	MO	4	SW	BW		2	ML	LY	2		0	SC	SF		2	PM	YE	SaiM		3		MN	JY	2	VS	1	RP			UE		DG
		3/22	40	AT	MB	MC	ATg	3	LN	VS	SM	MO	4	SW	BW		1	ML	LY	2		0	SC	SF		2	PM	YE	SaiM		2	SM	MN	JY	2		0	RP		PK	UE		DG
	11	3/29	41	AT	MB	MC	GS1	3	LN	VS	SM	SaiM	4	SW	DG		2	ML	LY	2	BW	1	SC	SF		2	PM	YE	GF		3		MN	JY	2		0	RP		PK	UE		MeL
April		4/5	42	AT	MB	MC	GS1	4	LN	VS	SM	SaiM	3	SW	DG	MeL	3	ML	LY	2	BW	1	SC	SF		2	PM	YE	GF		2		MN	JY	2		0	RP		PK	UE		MeL
		4/12	43	SC	PM	UE	GS1	4	AT	MB	JY	SaiM	4	PK	BW		2	RP	DG	2	MC	1	ML	MN		2	SW	SM	GF		3		YE	SF	2		0	LN	VS	LY	MeL	
		4/19	44	SC	PM	UE	GS1	4	AT	MB	JY	SaiM	4	PK	BW	MeL	2	RP	DG	2	MC	1	ML	MN	LN	2	SW	SM	GF		3		YE	SF	2		0	LN	VS	LY	MeL	
	12	4/26	45	SC	PM	UE	SaiM	3	AT	MB	JY	MO	3	PK	BW		1	RP	DG	2	MC	0	ML	MN		2	SW	SM	O3	MC	3		YE	SF	2		0	LN	VS	LY	MO	
May		5/3	46	SC	PM	UE	SaiM	4	AT	MB	JY		3	VS	BW	MO	2	RP	DG	2	MC	0	ML	MN		2	SW	SM	O3		3		YE	SF	2	PK	1	LN			LY	MO	
		5/10	47	SC	PM	UE	SaiM	4	AT	MB	JY		3	VS	BW	MO	2	RP	DG	2	MC	0	ML	MN	MC	2	SW	SM	O3		3		YE	SF	2	PK	1	LN			LY	MO	
		5/17	48	SC	PM	UE	SaiM	3	AT	MB	JY		3	VS	BW		2	RP	DG	2	MC	1	ML	MN		2	SW	SM	O3		3		SF	YE	2	PK	1	LN			LY	MO	
	13	5/24	49	SC	PM	UE	MeL	4	AT	MB	JY	GF	3	VS	BW		2	RP	DG	2	MC	0	ML	MN		2	SW	SM	MO		2	MC	SF	YE	2	PK	0	LN			LY		
June		5/31	50	SC	PM	UE	MeL	3	AT	MB	JY	GF	3	VS	BW		2	RP	DG	2	MC	1	ML	MN		2	SW	SM	MO		3		SF	YE	2	PK	1	LN			LY		
		6/7	51	SC	PM	UE	MeL	4	AT	MB	JY	GF	4	VS	BW		2	RP	DG	2	MC	1	ML	MN		2	SW	SM	MO		3		SF	YE	2	PK	1	LN			LY		
		6/14	52	SC	PM	UE	MeL	3	AT	MB	JY	GF	3	VS	BW		2	RP	DG	1	MC	1	ML	MN	LN	2	SW	SM	MO		3		SF	YE	2	PK	1	LN			LY		

- Lacey Nelson
- Maxwell Lee
- Shayna Cooperman
- Roy Park
- Anthony Thai
- Patrick Kiessling
- Peter Moon
- Monica Bodd
- Shannon Wu
- Varun Sagi
- David Grimm
- Uche Ezeh
- Brooke Warren
- Michaele Corbisiero
- Lekha Yesantharao
- Sabrina Maoz
- Yasmin Etawil
- Soraya Fereydooni
- Mark Nyaeme
- Jason Yang
- Grace Fassina
- Melissa Lee
- Sainteesh Maddineni
- Madeline Olson
- Anthony Tang
- Eric Lovett, Jr
- Justin Flood
- Elizabeth Woo
- Marina Ramirez Posa

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2026-27 PGY 1 Rotation Schedule (by resident)

R1	1	2	3	4	5	6	7	8	9	10	11	12	13
	6/25-7/20	7/21 - 8/17	8/18 - 9/14	9/15 - 10/12	10/13 - 11/9	11/10 - 12/7	12/8 - 1/4	1/5 - 2/1	2/2 - 3/1	3/2 - 3/29	3/30 - 4/26	4/27 - 5/24	5/25 - 6/24
Fassina	Scope	ENT HM/Rad/Res (8/3 - 8/9)	Scalpel	VA GS	Valley GS (10/19 - 10/25)	Peds	ED	SHC Plastics (1/25-1/31)	Scalpel	Anesthesia	Peds	SICU	Scope (5/24 - 5/30)
Lee	Valley GS (7/13 - 7/19)	Peds	Peds	Scalpel (9/14 - 9/20)	SHC Plastics	Anesthesia (11/9 - 11/15)	Scope	Scalpel	ED	VA GS	ENT HM/Rad/Res (3/29 - 4/4)	SICU	Scalpel
Maddineni	Peds	Valley GS	VA GS (9/7-9/13)	SHC Plastics	ED	Scalpel (11/9 - 11/15)	SICU	Scope	ENT HM/Rad/Res (2/1 -2/7)	Peds	Scope	Scalpel	Anesthesia (5/24-5/30)
Olson	Scalpel	ED	SHC Plastics (8/30 - 9/6)	Peds	Peds (10/12 - 10/18)	SICU	Scalpel	Valley GS	Anesthesia (2/22-2/18)	Scope	ACS Day (4/5-4/11)	ENT HM/Rad/Res	Peds
Tang	SICU	Scalpel	ED	ENT (9/28 - 10/4) HM/Rad/Res	Scalpel	Scope	VA GS (12/14 - 12/20)	Peds	Peds	Scalpel (3/15 - 3/21)	Valley GS	Anesthesia (5/17-5/23)	SHC Plastics
Idler											SICU	Valley GS	VA GS
O1 - Eric Lovett, Jr			Scope										
O2 - Justin Flood							Peds (12/7 - 12/13)						
O3 - Elizabeth Woo												Peds	
Marina Ramirez Posada											Scalpel		

ENT Services

- Scalpel
- Scope
- Peds
- ENT HM/Rad/Res

GS Services

- Anesthesia
- SICU
- SHC Plastics
- Valley GS
- VA GS
- ACS Day

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AMERICAN BOARD OF OTOLARYNGOLOGY HEAD AND NECK SURGERY

2026 OTOLARYNGOLOGY TRAINING EXAM PROGRAM SUMMARY REPORT

PROGRAM: STANFORD UNIVERSITY PROGRAM

SPECIALTY AREA	PROGRAM MEAN (SCALED SCORE)
Allergy	5.51
Facial Plastic Surgery	5.5
Fundamentals	5.55
Head and Neck	5.52
Laryngology	5.34
Otology	5.39
Pediatrics	5.62
Rhinology	5.59
Sleep	6.02
TOTAL	5.5

NUMBER TESTED: 19

Column 1:

The average scaled scores for the total test and each specialty area for the residents in your program who took the OTE.

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Description of Academic Content, Conferences and Responsibilities

As of July 2024, the academic curriculum on the American Academy of Otolaryngology – Head & Neck Surgery's Otolaryngology Core Curriculum, a standardized two-year curriculum that will allow each resident to be exposed to each topic at least twice during their residency. Weekly Residency Education conferences are held on Mondays 8:00-10:00 AM. Residents are expected to be on time for 75% of sessions (except for cases of pre-approved excused absences). Residents at SCVMC and VAPA will be expected to participate in person when possible, or via Zoom videoconference when necessary. Attendance records will be tracked and will be reviewed by residents and faculty.

Also on Monday mornings, Grand Rounds and Quality Improvement begin at 7:00 AM. In addition, there will be at least one book club, and journal clubs are held on weekday evenings four times a year. Residents will be assigned to help organize the journal clubs. Residents are expected to practice drilling in the temporal bone lab on their own to meet required competencies. See appendix (Temporal Bone Lab) for more information. The Quality Improvement Curriculum, which incorporates a year-long group project is a requirement of all residents in their PG3 year.

The use of laptops is not permitted during Grand Rounds.

The PGY5 chief residents will be assigned to give one grand rounds session during the year. The topic is of the chief resident's choosing, but the presentation is expected

All residents on the Scalpel Service are required to attend the Head & Neck Resident Case Conference every Thursday 4:00-4:30 PM, followed by Head & Neck Tumor Board 4:30-5:00 PM.

All residents are required to complete an allergy course either online or in person at some point during their residency. In addition, all residents must spend a minimum of two halfdays in the Allergy Clinic to gain hands-on experience with skin testing. Contact Dr. Meng Chen at mengchen@stanford.edu at least one month in advance to schedule your clinic time. These requirements can be completed in any PGY year. Due to travel restrictions, the requirements may be completed online through the World Allergy Organization website: https://www.pathlms.com/wao/

The following allergy sessions should be completed:
https://www.pathlms.com/wao/courses/585
https://www.pathlms.com/wao/courses/4114

https://www.pathlms.com/wao/courses/1771
https://www.pathlms.com/wao/courses/572 https://www.pathlms.com/wao/courses/586
https://www.pathlms.com/wao/courses/576 https://www.pathlms.com/wao/courses/581

All residents are required to take the in-training exam each year of residency, held the first Saturday of each March, including residents in their dedicated research years of the CSTP track.

Attendance Policy

Conferences

Attendance will be taken at each of the Monday conferences at 8:00 AM, other required conferences (eg journal club, grand rounds, etc), and other events (residency meetings, symposium, etc).

Mandatory Events

Residents are required to be present for the following annual events. Vacation time should be scheduled accordingly:

- Residency graduation
- Residency Research Symposium
- In-training exam (first Saturday of March)
- Residency Annual Program Evaluation/Retreat (first Monday in June)

Annual In-training Exam

All residents, including the PGY1 residents, including residents in their dedicated research years of the CSTP track, are required to sit for the in-training exam, administered the first Saturday of March. Residents who achieve scores in the 7th-9th group stanines will receive a prize of $500 for academic purposes. Those in the bottom three stanines will be required to submit a written study plan to the program director and their assigned mentor, and to meet with their mentor on a quarterly basis to discuss progress.

Residency Research Symposium

Every year, on graduation Friday, the department hosts a day-long symposium to showcase research conducted by residents over the year. PGY2-5 are required to give a presentation. Maximum time for the presentation is 7 minutes (with an additional three minutes of question and answer time). Presentations are judged by selected faculty and the guest of honor using a criterion-based rubric. A grand prize of $500 in academic funds is given to the best overall

presenter; there are two runners up, receiving $250 in academic funds each in the categories of presentation and content, respectively.

To be eligible for these prizes, the material presented must constitute original research conducted by the resident (which has also not been previously presented in years past, but may have been presented at a national conference or the Bay Area Residency Research Symposium). An abstract of the talk is due two weeks before the symposium date.

Quality Improvement (QI) Curriculum

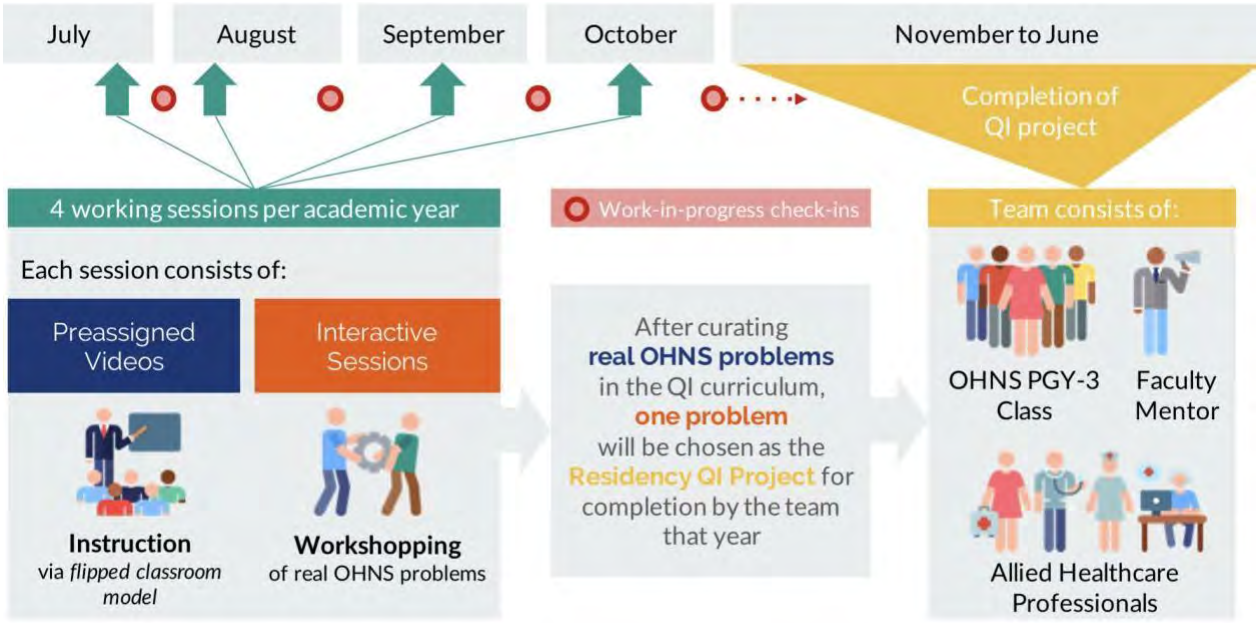
Effective July 1, 2020, the QI curriculum has been revamped. While its purpose remains the same, this learning requirement has been restructured, is now being overseen by Dr. Lalakea and Dr. Jiang, and is a collective rather than individual resident project of PGY3's.

The aim of the QI project is to develop a plan to support a hospital or clinical performance improvement or patient safety measure by:

- Reflecting on practice and practice analysis
- Critically analyzing the current literature
- Developing a plan for implementation of the proposed change
- Developing an outcomes' assessment (performance measure)

Its overall purpose is to foster an understanding of the complexities of health care delivery and develop the skills to address them as is described by the core competency, SystemsBased Practice.

The program is illustrated in the image below. Working sessions will take place on weekday evening, four times a year between July and October. Thereafter the team will meet on its own for completion of the project in the following June.



National Academic Conferences

Every attempt will be made to relieve the PGY2 or PGY3 residents from their clinical duties so that they may attend the Combined Otolaryngology Spring Meeting sponsored by the Department one time.

In addition, all residents who have abstracts accepted for **podium** presentation at a regional or national meeting will be relieved of their clinical responsibilities to attend the meeting and present their data. PGY1-3's who have abstracts accepted for **poster** presentation at a regional or national meeting will be relieved of their clinical responsibilities, if possible, to attend the meeting. They will be eligible to receive funding to offset the costs of the meeting (currently set at a maximum of $1,400 per domestic conference, and $1,600 per international conference). There is no maximum on the number of conferences a resident may attend. See Policy on Resident Travel.

Fellowship Interviews

Many otolaryngology residents pursue fellowships in otolaryngology subspecialties after their residency. The faculty recognizes that residents need to interview for these fellowships and will make every effort to release residents from their clinical duties so that they may attend these interviews. Fellowship applicants are asked to try to minimize the days away from their rotation as their absence places an undue burden on their fellow residents.

2024 - 2025 Journal Club Dates and Assignments

Date	Sub-specialty	Assigned Faculty/Fellow and Resident
8/29/24	Sustainability	Patrick Kiessling, MD & Lauren Lalakea, MD
9/24/24	Book Club	Lisa Orloff, MD
10/7/24	Laryngology	Julien Azimzadeh, MD, PhD
11/6/24	Pediatric Otolaryngology	Mohamed Diop, MD, MS
1/21/25	General Otolaryngology (Health Disparities)	Zoe Fullerton, MD, MBE
3/19/25	FPRS	Elish Mahajan, MD
4/15/25	Family Planning & Fertility (Optional)	Monica Bodd, MD, MTS
5/29/25	Otology	Lacey Nelson, MD, MS

2025 - 2026 Journal Club Dates and Assignments

Date	Sub-specialty	Assigned Faculty/Fellow and Resident
9/15/26	Book Club	Lisa Orloff, MD
9/15/25	Head & Neck	Anthony Thai, MD
10/16/25	Sleep Surgery	Shannon Wu, MD
21/4/25	Rhinology	Joanne Soo, MD
1/22/26	Laryngology	Peter Moon, MD
4/28/26	Pediatric Otolaryngology	Varun Sagi, MD
5/28/26	Sustainability	Monica Bodd, MD, MTS & Lauren Lalakea, MD

T-Bone Lab Attendance

2024 Summer (total of 5 summer sessions)								
PGY Year	Name	7/25/24	7/31/24	8/7/24	8/15/24	8/22/24	Make-up session	Total
PGY5	Azimzadeh, Julien	Y	Y					2
	Diop, Mohamed	Y		Y				2
	Fullerton, Zoe		Y	Y				2
	Huang, Alice	Y	Y					2
	Lee, Yu Jin							0
	Wei, Eric	Y	Y					2
PGY4	Belsky, Michael				Y	Y		2
	Ezzibedh, Rami				Y	Y		2
	Losorelli, Steven	Y	Y					2
	Rahman, Arifeen	Y				Y		2
	Soo, Joanne	Y		Y				2
PGY3	Cooperman, Shayna		Y				8/28/24	2
	Lee, Maxwell			Y		Y		2
	Mahajan, Elish			Y		Y		2
	Nelson, Lacey		Y		Y			2
	Thai, Anthony			Y	Y	Y		3
PGY2	Bodd, Monica	Y					Sept with Dr.Tracy Cheng	2
	Moon, Peter			Y		Y		2
	Sagi, Varun				Y		Sept with Dr. Moore	2
	Sheth, Amar	Y	Y					2
	Wu, Shannon	Y		Y				2
PGY1	Corbisiero, M Francesco			Y				1
	Ezeh, Uchechukwu					Y	8/30/24	2
	Grimm, David				Y			1
	Warren, Brooke					Y		1
	Yesantharao, Lekha				Y			1

2025 Summer (total of 3 summer sessions)						
PGY Year	Name	8/2/25	8/9/25	8/16/25	Make-up session	Total
PGY5	Belsky, Michael		Y			1
	Ezzibedh, Rami		Y			1
	Losorelli, Steven			Y		1
	Rahman, Arifeen				1	1
	Soo, Joanne		Y			1
PGY4	Cooperman, Shayna			Y		1
	Lee, Maxwell		Y			1
	Mahajan, Elish	Y				1
	Nelson, Lacey			Y		1
	Park, Roy	Y				1
	Thai, Anthony			Y		1
PGY3	Bodd, Monica	Y				1
	Moon, Peter	Y				1
	Sagi, Varun				1	1
	Sheth, Amar		Y			1
	Wu, Shannon		Y			1
PGY2	Corbisiero, M Francesco				1	1
	Ezeh, Uchechukwu		Y			1
	Grimm, David			Y		1
	Warren, Brooke			Y		1
	Yesantharao, Lekha	Y				1
PGY1	Eltawil, Yasmin		Y			1
	Fereydooni, Soraya	Y				1
	Maoz, Sabrina			Y		1
	Nyaeme, Mark				1	1
	Yang, Jason			Y		1

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2024 - 2025 Journal Club Dates and Assignments

Date	Sub-specialty	Assigned Faculty/Fellow and Resident
8/29/24	Sustainability	Patrick Kiessling, MD & Lauren Lalakea, MD
9/24/24	Book Club	Lisa Orloff, MD
10/7/24	Laryngology	Julien Azimzadeh, MD, PhD
11/6/24	Pediatric Otolaryngology	Mohamed Diop, MD, MS
1/21/25	General Otolaryngology (Health Disparities)	Zoe Fullerton, MD, MBE
3/19/25	FPRS	Elish Mahajan, MD
4/15/25	Family Planning & Fertility (Optional)	Monica Bodd, MD, MTS
5/29/25	Otology	Lacey Nelson, MD, MS

2025 - 2026 Journal Club Dates and Assignments

Date	Sub-specialty	Assigned Faculty/Fellow and Resident
9/15/26	Book Club	Lisa Orloff, MD
9/15/25	Head & Neck	Anthony Thai, MD
10/16/25	Sleep Surgery	Shannon Wu, MD
21/4/25	Rhinology	Joanne Soo, MD
1/22/26	Laryngology	Peter Moon, MD
4/28/26	Pediatric Otolaryngology	Varun Sagi, MD
5/28/26	Sustainability	Monica Bodd, MD, MTS & Lauren Lalakea, MD

Resident Education Attendance

2024-2025 (6/25/24-6/24/25)			
PGY	Name	Attended /Possible	Percentage
3	Thai, Anthony	35 / (37)	94.6%
1	Ezeh, Uchechukwu	34 / (36)	94.4%
1	Yesantharao, Lekha	33 / (36)	91.7%
4	Soo, Joanne	32 / (36)	88.9%
4	Rahman, Arifeen	31 / (35)	88.6%
1	Grimm, David	23 / (26)	88.5%
1	Warren, Brooke	30 / (35)	85.7%
4	Losorelli, Steven	30 / (35)	85.7%
2	Bodd, Monica	31 / (37)	83.8%
2	Moon, Peter	30 / (36)	83.3%
2	Sheth, Amar	30 / (36)	83.3%
3	Nelson, Lacey	30 / (36)	83.3%
5	Fullerton, Zoe	29 / (35)	82.9%
4	Belsky, Michael	30 / (37)	81.1%
2	Wu, Shannon	29 / (36)	80.6%
5	Wei, Eric	29 / (36)	80.6%
2	Sagi, Varun	29 / (37)	78.4%
3	Cooperman, Shayna	28 / (36)	77.8%
1	Corbisiero, Michaele Francesco	27 / (35)	77.1%
3	Lee, Maxwell	27 / (35)	77.1%
5	Azimzadeh, Julien	27 / (36)	75.0%
R1	Kiessling, Patrick	27 / (37)	73.0%
5	Diop, Mohamed	25 / (35)	71.4%
5	Lee, Yu Jin	23 / (33)	69.7%
3	Mahajan, Elish	24 / (36)	66.7%
5	Huang, Alice	22 / (36)	61.1%
4	Ezzibdeh, Rami	21 / (35)	60.0%

2025-2026 (6/25/25-5/11/26)			
PGY	Name	Attended /Possible	Percentage
1	Maoz, Sabrina	35 / (36)	97.2%
3	Bodd, Monica	35 / (36)	97.2%
4	Lee, Maxwell	35 / (36)	97.2%
3	Wu, Shannon	35 / (38)	92.1%
1	Eltawil, Yasmin	34 / (38)	89.5%
1	Fereydooni, Soraya	34 / (38)	89.5%
2	Ezeh, Uchechukwu	34 / (38)	89.5%
4	Nelson, Lacey	34 / (38)	89.5%
1	Yang, Hong-Ho	33 / (37)	89.2%
4	Thai, Anthony	32 / (36)	88.9%
1	Nyaeme, Mark	33 / (38)	86.8%
5	Belsky, Michael	31 / (37)	83.8%
4	Park, Roy	31 / (38)	81.6%
2	Corbisiero, Michaele Francesco	30 / (37)	81.1%
3	Moon, Peter	29 / (37)	78.4%
4	Cooperman, Shayna	29 / (37)	78.4%
3	Sagi, Varun	29 / (38)	76.3%
2	Grimm, David	28 / (38)	73.7%
5	Rahman, Arifeen	28 / (38)	73.7%
2	Warren, Brooke	26 / (37)	70.3%
R2	Kiessling, Patrick	25 / (37)	67.6%
2	Yesantharao, Lekha	25 / (37)	67.6%
5	Losorelli, Steven	24 / (36)	66.7%
5	Soo, Joanne	23 / (37)	62.2%
5	Ezzibdeh, Rami	22 / (36)	61.1%
R1	Mahajan, Elish	18 / (37)	48.6%

T-Bone Lab Attendance

2024 Summer (total of 5 summer sessions)								
PGY Year	Name	7/25/24	7/31/24	8/7/24	8/15/24	8/22/24	Make-up session	Total
PGY5	Azimzadeh, Julien	Y	Y					2
	Diop, Mohamed	Y		Y				2
	Fullerton, Zoe		Y	Y				2
	Huang, Alice	Y	Y					2
	Lee, Yu Jin							0
	Wei, Eric	Y	Y					2
PGY4	Belsky, Michael				Y	Y		2
	Ezzibedh, Rami				Y	Y		2
	Losorelli, Steven	Y	Y					2
	Rahman, Arifeen	Y				Y		2
	Soo, Joanne	Y		Y				2
PGY3	Cooperman, Shayna		Y				8/28/24	2
	Lee, Maxwell			Y		Y		2
	Mahajan, Elish			Y		Y		2
	Nelson, Lacey		Y		Y			2
	Thai, Anthony			Y	Y	Y		3
PGY2	Bodd, Monica	Y					Sept with Dr.Tracy Cheng	2
	Moon, Peter			Y		Y		2
	Sagi, Varun				Y		Sept with Dr. Moore	2
	Sheth, Amar	Y	Y					2
	Wu, Shannon	Y		Y				2
PGY1	Corbisiero, M Francesco			Y				1
	Ezeh, Uchechukwu					Y	8/30/24	2
	Grimm, David				Y			1
	Warren, Brooke					Y		1
	Yesantharao, Lekha				Y			1

2025 Summer (total of 3 summer sessions)						
PGY Year	Name	8/2/25	8/9/25	8/16/25	Make-up session	Total
PGY5	Belsky, Michael		Y			1
	Ezzibedh, Rami		Y			1
	Losorelli, Steven			Y		1
	Rahman, Arifeen				1	1
	Soo, Joanne		Y			1
PGY4	Cooperman, Shayna			Y		1
	Lee, Maxwell		Y			1
	Mahajan, Elish	Y				1
	Nelson, Lacey			Y		1
	Park, Roy	Y				1
	Thai, Anthony			Y		1
PGY3	Bodd, Monica	Y				1
	Moon, Peter	Y				1
	Sagi, Varun				1	1
	Sheth, Amar		Y			1
	Wu, Shannon		Y			1
PGY2	Corbisiero, M Francesco				1	1
	Ezeh, Uchechukwu		Y			1
	Grimm, David			Y		1
	Warren, Brooke			Y		1
	Yesantharao, Lekha	Y				1
PGY1	Eltawil, Yasmin		Y			1
	Fereydooni, Soraya	Y				1
	Maoz, Sabrina			Y		1
	Nyaeme, Mark				1	1
	Yang, Jason			Y		1

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2025 Chief Residents GR Topics

Date	Topic	Chief Resident
4/7/25	“PROMS and QOL in OHNS: the Alphabet Soup of Patient Centered Care”	Alice Huang, MD
4/21/25	“Autonomy, Shared Decision Making, and the Ethics of Care”	Zoe Fullerton, MD, MBE
5/5/25	“Optical stimulation of the cochlea”	Julien Azimzadeh, MD, PhD
5/12/25	"Why I Never Submitted My Stanford ENT Away Rotation Application—and What It Exposes About Systemic Barriers in Otolaryngology"	Mohamed Diop, MD, MS
6/2/25	“Venous Thromboembolism Perioperative Prophylaxis in Otolaryngology – Head and Neck Surgery”	Eric Wei, MD
6/9/25	"Precision head and neck surgery with intraoperative molecular imaging: phase 2 trials"	Yu Jin Lee, MD, MS

2026 Chief Residents GR Topics

Date	Topic	Chief Resident
4/20/26	"Performing Under Pressure: What Learning Singing Can Teach Us About Learning Surgery"	Michael Belsky, MD, MS
5/4/26	“Circulating biomarkers: products, innovations, and limitations in head and neck cancers”	Joanne Soo, MD
5/11/26	"Changing the Narrative: Medicine, Media, and the Medical Humanities"	Arifeen Rahman, MD
6/1/26	“Moving from Intuition to Evidence in Facial Plastic & Reconstructive Surgery: A Behavioral Science Approach”	Steven Losoreilli, MD, MS
6/8/26	"The Anatomy of a Comprehensive Head & Neck Reconstructive Program: How to Establish Care for an Underserved Population"	Rami Ezzibdeh, MD, MS

Grand Rounds Attendance (Faculty & Fellows)

2024-25		
Faculty/Fellow	Dates attended (37 possiblel)	Percentage
Landegger, Lukas	36	97.3%
Kaplan, Michael	36	97.3%
Sung, Kwang	32	86.5%
Kim, Grace	32	86.5%
Alyono, Jennifer	31	83.8%
Hwang, Peter	31	83.8%
Sajjadi, Hamed	31	83.8%
Chen, Michelle	29	78.4%
Ayoub, Noel	28	75.7%
Levi, Lirit	28	75.7%
Blevins, Nikolas	28	75.7%
Stankovic, Konstantina	28	75.7%
Megwalu, Uchechukwu	28	75.7%
Nayak, Jayakar	27	73.0%
Most, Sam	27	73.0%
Jackler, Robert	26	70.3%
Orloff, Lisa	26	70.3%
Lewis, William	26	70.3%
Patel, Zara	25	67.6%
Makarewycz, Bohdan	25	67.6%
Fitzgerald, Matthew	24	64.9%
Sunwoo, John	24	64.9%
Valdez, Tulio	24	64.9%
Pepper, Jon-Paul	23	62.2%
Chang, Kay	23	62.2%
Capasso, Robson	22	59.5%
Meister, Kara	21	56.8%
Damrose, Edward	21	56.8%
Finegersh, Andrey	21	56.8%
Baik, Fred	20	54.1%
Chang, Michael	20	54.1%
Holsinger, Chris	20	54.1%
Divi, Vasu	19	51.4%
Noel, Julia	19	51.4%
Alammar, Yousif	18	48.6%
Truong, Mai Thy	18	48.6%
Davis, Seth	17	45.9%
Starmer, Heather	16	43.2%
Steenerson, Kristen	16	43.2%
Longino, Elizabeth	15	40.5%
Lee, Jake	15	40.5%
Balakrishnan, Karthik	15	40.5%
Montalbaron, Michael	14	37.8%
Tham, Tristan	13	35.1%
Martins Gomes de Oliveira, Pedro	12	32.4%
Cheng, Alan	11	29.7%
Kraimer, Kristen	10	27.0%
Renteria, Axel	10	27.0%
Scott Moore, Lindsay	9	24.3%
Nuyen, Brian	8	21.6%
Jiang, Nancy	8	21.6%
Hohenberger, Katie	7	18.9%
Sidell, Douglas	6	16.2%
Ahmad, Iram	6	16.2%
Lee, Jennifer	5	13.5%
Harris, Jacqueline	4	10.8%
Lalakea, Lauren	3	8.1%
Cheng, Tracy	2	5.4%
Liu, David	2	5.4%
Munoz, Amanda	2	5.4%
Sirjani, Davud	2	5.4%
DiRenzo, Elizabeth	1	2.7%

2025-26 (As of 5/11/26)		
Faculty/Fellow	Dates attended (28 possiblel)	Percentage
Chen, Michelle	27	96.4%
Hwang, Peter	27	96.4%
Alyono, Jennifer	26	92.9%
Sajjadi, Hamed	26	92.9%
Lewis, William	26	92.9%
Kim, Grace	25	89.3%
Ayoub, Noel	25	89.3%
Sung, Kwang	25	89.3%
Orloff, Lisa	24	85.7%
Fitzgerald, Matthew	24	85.7%
Tham, Tristan	24	85.7%
Divi, Vasu	23	82.1%
Megwalu, Uchechukwu	23	82.1%
Mau, Ted	23	82.1%
Makarewycz, Bohdan	23	82.1%
Wamkpah, Nneoma	23	82.1%
Baik, Fred	22	78.6%
Finegersh, Andrey	22	78.6%
Sunwoo, John	22	78.6%
Jiang, Nancy	22	78.6%
Stankovic, Konstantina	22	78.6%
Gomes de Oliveira, Pedro	22	78.6%
Kaplan, Michael	21	75.0%
Pepper, Jon-Paul	21	75.0%
Truong, Mai Thy	21	75.0%
Landegger, Lukas	20	71.4%
Valdez, Tulio	20	71.4%
Callander, Jacquelyn	20	71.4%
Capasso, Robson	19	67.9%
Davis, Seth	19	67.9%
Patel, Zara	19	67.9%
Chang, Michael	18	64.3%
Damrose, Edward	18	64.3%
Sirjani, Davud	18	64.3%
Levi, Lirit	18	64.3%
Chang, Kay	17	60.7%
Jackler, Robert	17	60.7%
Nash, Eric	17	60.7%
Steenerson, Kristen	16	57.1%
Holsinger, Chris	16	57.1%
Lee, Jake	16	57.1%
Blevins, Nikolas	16	57.1%
Sidell, Douglas	14	50.0%
Starmer, Heather	14	50.0%
Nuyen, Brian	14	50.0%
Meister, Kara	13	46.4%
Hohenberger, Katie	13	46.4%
Nayak, Jayakar	12	42.9%
Moore, Lindsay	12	42.9%
Most, Sam	11	39.3%
Ahmad, Iram	10	35.7%
Balakrishnan, Karthik	10	35.7%
Cheng, Alan	10	35.7%
Noel, Julia	10	35.7%
Chan, Po Ling	9	32.1%
Lalakea, Lauren	8	28.6%
Smith, Alyssa	8	28.6%
AlDaihani, Abdullah	7	25.0%
DiRenzo, Beth	5	17.9%
Correa, Tatiana	4	14.3%
Young, Thomas	4	14.3%
Park, Marn Joon	4	14.3%

Resident Education Attendance

2024-2025 (6/25/24-6/24/25)			
PGY	Name	Attended /Possible	Percentage
3	Thai, Anthony	35 / (37)	94.6%
1	Ezeh, Uchechukwu	34 / (36)	94.4%
1	Yesantharao, Lekha	33 / (36)	91.7%
4	Soo, Joanne	32 / (36)	88.9%
4	Rahman, Arifeen	31 / (35)	88.6%
1	Grimm, David	23 / (26)	88.5%
1	Warren, Brooke	30 / (35)	85.7%
4	Losorelli, Steven	30 / (35)	85.7%
2	Bodd, Monica	31 / (37)	83.8%
2	Moon, Peter	30 / (36)	83.3%
2	Sheth, Amar	30 / (36)	83.3%
3	Nelson, Lacey	30 / (36)	83.3%
5	Fullerton, Zoe	29 / (35)	82.9%
4	Belsky, Michael	30 / (37)	81.1%
2	Wu, Shannon	29 / (36)	80.6%
5	Wei, Eric	29 / (36)	80.6%
2	Sagi, Varun	29 / (37)	78.4%
3	Cooperman, Shayna	28 / (36)	77.8%
1	Corbisiero, Michaele Francesco	27 / (35)	77.1%
3	Lee, Maxwell	27 / (35)	77.1%
5	Azimzadeh, Julien	27 / (36)	75.0%
R1	Kiessling, Patrick	27 / (37)	73.0%
5	Diop, Mohamed	25 / (35)	71.4%
5	Lee, Yu Jin	23 / (33)	69.7%
3	Mahajan, Elish	24 / (36)	66.7%
5	Huang, Alice	22 / (36)	61.1%
4	Ezzibdeh, Rami	21 / (35)	60.0%

2025-2026 (6/25/25-5/11/26)			
PGY	Name	Attended /Possible	Percentage
1	Maoz, Sabrina	35 / (36)	97.2%
3	Bodd, Monica	35 / (36)	97.2%
4	Lee, Maxwell	35 / (36)	97.2%
3	Wu, Shannon	35 / (38)	92.1%
1	Eltawil, Yasmin	34 / (38)	89.5%
1	Fereydooni, Soraya	34 / (38)	89.5%
2	Ezeh, Uchechukwu	34 / (38)	89.5%
4	Nelson, Lacey	34 / (38)	89.5%
1	Yang, Hong-Ho	33 / (37)	89.2%
4	Thai, Anthony	32 / (36)	88.9%
1	Nyaeme, Mark	33 / (38)	86.8%
5	Belsky, Michael	31 / (37)	83.8%
4	Park, Roy	31 / (38)	81.6%
2	Corbisiero, Michaele Francesco	30 / (37)	81.1%
3	Moon, Peter	29 / (37)	78.4%
4	Cooperman, Shayna	29 / (37)	78.4%
3	Sagi, Varun	29 / (38)	76.3%
2	Grimm, David	28 / (38)	73.7%
5	Rahman, Arifeen	28 / (38)	73.7%
2	Warren, Brooke	26 / (37)	70.3%
R2	Kiessling, Patrick	25 / (37)	67.6%
2	Yesantharao, Lekha	25 / (37)	67.6%
5	Losorelli, Steven	24 / (36)	66.7%
5	Soo, Joanne	23 / (37)	62.2%
5	Ezzibdeh, Rami	22 / (36)	61.1%
R1	Mahajan, Elish	18 / (37)	48.6%

Grand Rounds Attendance (Faculty & Fellows)

2024-25		
Faculty/Fellow	Dates attended (37 possiblel)	Percentage
Landegger, Lukas	36	97.3%
Kaplan, Michael	36	97.3%
Sung, Kwang	32	86.5%
Kim, Grace	32	86.5%
Alyono, Jennifer	31	83.8%
Hwang, Peter	31	83.8%
Sajjadi, Hamed	31	83.8%
Chen, Michelle	29	78.4%
Ayoub, Noel	28	75.7%
Levi, Lirit	28	75.7%
Blevins, Nikolas	28	75.7%
Stankovic, Konstantina	28	75.7%
Megwalu, Uchechukwu	28	75.7%
Nayak, Jayakar	27	73.0%
Most, Sam	27	73.0%
Jackler, Robert	26	70.3%
Orloff, Lisa	26	70.3%
Lewis, William	26	70.3%
Patel, Zara	25	67.6%
Makarewycz, Bohdan	25	67.6%
Fitzgerald, Matthew	24	64.9%
Sunwoo, John	24	64.9%
Valdez, Tulio	24	64.9%
Pepper, Jon-Paul	23	62.2%
Chang, Kay	23	62.2%
Capasso, Robson	22	59.5%
Meister, Kara	21	56.8%
Damrose, Edward	21	56.8%
Finegersh, Andrey	21	56.8%
Baik, Fred	20	54.1%
Chang, Michael	20	54.1%
Holsinger, Chris	20	54.1%
Divi, Vasu	19	51.4%
Noel, Julia	19	51.4%
Alammar, Yousif	18	48.6%
Truong, Mai Thy	18	48.6%
Davis, Seth	17	45.9%
Starmer, Heather	16	43.2%
Steenerson, Kristen	16	43.2%
Longino, Elizabeth	15	40.5%
Lee, Jake	15	40.5%
Balakrishnan, Karthik	15	40.5%
Montalbaron, Michael	14	37.8%
Tham, Tristan	13	35.1%
Martins Gomes de Oliveira, Pedro	12	32.4%
Cheng, Alan	11	29.7%
Kraimer, Kristen	10	27.0%
Renteria, Axel	10	27.0%
Scott Moore, Lindsay	9	24.3%
Nuyen, Brian	8	21.6%
Jiang, Nancy	8	21.6%
Hohenberger, Katie	7	18.9%
Sidell, Douglas	6	16.2%
Ahmad, Iram	6	16.2%
Lee, Jennifer	5	13.5%
Harris, Jacqueline	4	10.8%
Lalakea, Lauren	3	8.1%
Cheng, Tracy	2	5.4%
Liu, David	2	5.4%
Munoz, Amanda	2	5.4%
Sirjani, Davud	2	5.4%
DiRenzo, Elizabeth	1	2.7%

2025-26 (As of 5/11/26)		
Faculty/Fellow	Dates attended (28 possiblel)	Percentage
Chen, Michelle	27	96.4%
Hwang, Peter	27	96.4%
Alyono, Jennifer	26	92.9%
Sajjadi, Hamed	26	92.9%
Lewis, William	26	92.9%
Kim, Grace	25	89.3%
Ayoub, Noel	25	89.3%
Sung, Kwang	25	89.3%
Orloff, Lisa	24	85.7%
Fitzgerald, Matthew	24	85.7%
Tham, Tristan	24	85.7%
Divi, Vasu	23	82.1%
Megwalu, Uchechukwu	23	82.1%
Mau, Ted	23	82.1%
Makarewycz, Bohdan	23	82.1%
Wamkpah, Nneoma	23	82.1%
Baik, Fred	22	78.6%
Finegersh, Andrey	22	78.6%
Sunwoo, John	22	78.6%
Jiang, Nancy	22	78.6%
Stankovic, Konstantina	22	78.6%
Gomes de Oliveira, Pedro	22	78.6%
Kaplan, Michael	21	75.0%
Pepper, Jon-Paul	21	75.0%
Truong, Mai Thy	21	75.0%
Landegger, Lukas	20	71.4%
Valdez, Tulio	20	71.4%
Callander, Jacquelyn	20	71.4%
Capasso, Robson	19	67.9%
Davis, Seth	19	67.9%
Patel, Zara	19	67.9%
Chang, Michael	18	64.3%
Damrose, Edward	18	64.3%
Sirjani, Davud	18	64.3%
Levi, Lirit	18	64.3%
Chang, Kay	17	60.7%
Jackler, Robert	17	60.7%
Nash, Eric	17	60.7%
Steenerson, Kristen	16	57.1%
Holsinger, Chris	16	57.1%
Lee, Jake	16	57.1%
Blevins, Nikolas	16	57.1%
Sidell, Douglas	14	50.0%
Starmer, Heather	14	50.0%
Nuyen, Brian	14	50.0%
Meister, Kara	13	46.4%
Hohenberger, Katie	13	46.4%
Nayak, Jayakar	12	42.9%
Moore, Lindsay	12	42.9%
Most, Sam	11	39.3%
Ahmad, Iram	10	35.7%
Balakrishnan, Karthik	10	35.7%
Cheng, Alan	10	35.7%
Noel, Julia	10	35.7%
Chan, Po Ling	9	32.1%
Lalakea, Lauren	8	28.6%
Smith, Alyssa	8	28.6%
AlDaihani, Abdullah	7	25.0%
DiRenzo, Beth	5	17.9%
Correa, Tatiana	4	14.3%
Young, Thomas	4	14.3%
Park, Marn Joon	4	14.3%

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: Consult (7/25)**

Target: **Consult Rotation**

Date Range: **07/01/25-05/20/26**

Responses: **3**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	excellent balance of consults Excellent learning
Suggestions for improvement:	difficult to operate - nice to get in clinic but could be nice to make it 2 days clinic 1 day in OR NA

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered opportunities for me to improve my operative skills for a variety of cases.	*Strongly Disagree*	*Disagree*	66.67% *Neutral*	*Agree*	33.33% *Strongly Agree*	*N/A*	**3.67**	0.9

B. Clinical Experience

	1	2	3	4	5	6	Avg:	Std:
2. This rotation offered opportunities for me to improve my clinical evaluation skills for the acutely ill otolaryngology patient.*	*Strongly Disagree*	*Disagree*	*Neutral*	33.33% *Agree*	66.67% *Strongly Agree*	*N/A*	**4.67**	0.5

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:

3. I received informative sign-out on this rotation.	66.67%	33.33%				**3.67**	0.5

C. Variety of Patients

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*		100.00% *Educationally beneficial*		*Superior educational benefit*		**3.00**	0.0

D. Instruction

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:
5. I received adequate back-up/supervision from chief residents.	66.67%	33.33%				**3.67**	0.5

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:
6. I received adequate back-up/supervision from faculty.	100.00%					**4.00**	0.0

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
7. Evaluate the balance between educational activities and service activities on this rotation.*	*Too Many Service Activities*		100.00% *Balance Just Right*		*Too Many Educational Activities*		**3.00**	0.0

H. Overall rotation experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
8. If I needed help or advice on this rotation, I had a resource/person whom I could consult.	*Strongly Disagree*	*Disagree*	*Neutral*	*Agree*	100.00% *Strongly Agree*	*N/A*	**5.00**	0.0

	1	2	3	4	Avg:	Std:
9. Overall evaluation of this rotation:	*Needs improvement*	*Average*	66.67% *Excellent*	33.33% *Exceptional*	**3.33**	0.5

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Aggregate Evaluation Report

Generated: 05/21/2026 2:23am EDT
Evaluation: **Otolaryngology Resident Evaluation of Rotation: Chief Resident Float (7.25)**
Target: **Stanford Float Rotation**

Date Range: **07/01/25-05/20/26**
Responses: **1**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	Self driven learning Do what is most interesting

Suggestions for improvement:

A. Operative Experience

B. Clinical Experience

	1	2	3	4	5	6	Avg:	Std:
1. This rotation offered opportunities for me to improve my clinical evaluation skills for the acutely ill otolaryngology patient.*	*Strongly Disagree*	*Disagree*	100.00% *Neutral*	*Agree*	*Strongly Agree*	*N/A*	**3.00**	0.0

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:
2. I received informative sign-out on this rotation.					100.00%	**- -**	- -

C. Variety of Patients

	1	2	3	4	5	N/A	Avg:	Std:
3. Volume of Patients.*	*Little*		100.00% *Educationally beneficial*		*Superior*		**3.00**	0.0

	educational benefit				*educational benefit*		

D. Instruction

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:
4. I received adequate back-up/supervision from faculty.	100.00%					**4.00**	0.0

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
5. Evaluate the balance between educational activities and service activities on this rotation.*	*Too Many Service Activities*		100.00% *Balance Just Right*		*Too Many Educational Activities*		**3.00**	0.0

H. Overall rotation experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
6. If I needed help or advice on this rotation, I had a resource/person whom I could consult.	*Strongly Disagree*	*Disagree*	*Neutral*	*Agree*	100.00% *Strongly Agree*	*N/A*	**5.00**	0.0

	1	2	3	4	Avg:	Std:
7. Overall evaluation of this rotation:	*Needs improvement*	*Average*	*Excellent*	100.00% *Exceptional*	**4.00**	0.0

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: Headmirror (v1/7.21)**

Target: **Stanford University Hospital - Headmirror C**

Date Range: **07/01/25-05/20/26**

Responses: **3**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	Strong experience with a core group of faculty, having continuity helps gain more autonomy with choices and OR. Good trauma exposure when working with sleep team. variety of care settings (in office procedures, standard clinic visits, OR) involvement in OR emphasis on teaching - Great operative experience with broad exposure to bread and butter and specialized cases - Great teaching in OR and clinics - Ample opportunity for bedside procedures in laryngology and sleep clinics

Suggestions for improvement:	n/a In my opinion there are not quite enough ORs for two residents at all times. Most days have 0-1 ORs and then Fridays are stacked. Felt like this rotation was the most clinic heavy of all the rotations, which is less beneficial for the more senior residents.

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered ample opportunities for me to improve my operative skills for a variety of cases.*			33.33%	33.33%	33.33%		**4.00**	0.8

B. Clinical Experience

	1	2	3	4	5	N/A	Avg:	Std:
2. Evaluate your clinic experience on	*Little*		33.33% *Appropriate*	33.33%	33.33% *Superior*		**4.00**	0.8

this rotation.*	*educational benefit*		*educational benefit*		*educational benefit*		

C. Variety of Patients

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
3. On this rotation, I was exposed to the breadth of disease and variety of patients reflective of the patient population.*				33.33%	66.67%		**4.67**	0.5

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*	66.67%	33.33% *Educationally beneficial*		*Superior educational benefit*		**2.33**	0.5

D. Faculty Instruction

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
5. Faculty on this rotation promote resident learning through direct instruction, modeling, didactics.*					100.00%		**5.00**	0.0

6. Please explain: All the faculty are excellent and committed to teaching.

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
7. Evaluate the balance between educational activities and	*Too Many Service Activities*		100.00% *Balance Just Right*		*Too Many Educational Activities*		**3.00**	0.0

service activities on this rotation.*								

F. Call Schedule

	1	2	3	4	5	N/A	Avg:	Std:
8. What is your perception of the call schedule on this rotation?*	*Little educational benefit*	66.67%	33.33% *Consistently Difficult*		*Significantly Overwhelming*		**2.33**	0.5

G. Hospital Specific Didactic Sessions

	1	2	3	4	5	N/A	Avg:	Std:
9. Evaluate the level of rounding with faculty.	*Not enough*		*Just right*		*Too much*	100.00%	**- -**	- -

	1	2	3	4	5	N/A	Avg:	Std:
10. Evaluate the hospital-specific didactic sessions during this rotation.*	*Little educational benefit*		*Appropriate educational beneficial*		*Superior educational benefit*	100.00%	**- -**	- -

H. Overall Rotation Experience

11. Which fellow(s), if any, contributed to your educational experience during this rotation? (Check all that apply.)	Comp ENT (if applicable) 0% Laryngology 100.00% Sleep 100.00%
12. Please explain (or provide an example of) how they contributed to your experience.	Help with offering resident advice and tips/tricks in OR

	1	2	3	4	5	6	N/A	Avg:	Std:
13. In what ways did the fellow(s) detract from your educational experience during this rotation?	*Took faculty time away from teaching*	*Took operative experience that would have gone to resident*	*Gave bad information regarding patient care*	*Frequently not available to help with consults*	66.67% *Did not detract from educational experience*	*Other*	33.33%	**5.00**	0.0

14. If any observers contributed to your educational experience, which ones (check all that apply)?	Comp ENT (if applicable) 0% Laryngology 0% Sleep 0%
15. In what ways did they contribute? (Please provide an example.)	
16. If any observers detracted from your educational experience, please indicate which ones:	Comp ENT (if applicable) 0% Laryngology 0% Sleep 33.33%
17. What were the reasons they took away from your experience? (Please provide an example.)	sometimes there were too many observers and crowded clinic rooms

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:

18. If I needed help or advice on this rotation, I had a resource/person whom I could consult.				33.33%	66.67%		**4.67**	0.5

	1	2	3	4	Avg:	Std:
19. Overall rating for this rotation:	*Needs improvement*	*Average*	66.67% *Excellent*	33.33% *Exceptional*	**3.33**	0.5

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: Kaiser (9.2024)**

Target: **Kaiser**

Date Range: **07/01/25-05/20/26**

Responses: **2**

Please complete this evaluation with regard to the goals and objectives of the residency program.

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered ample opportunities for me to improve my operative skills for a variety of cases.*		50.00%		50.00%			**3.00**	1.0

B. Clinical Experience

	1	2	3	4	5	N/A	Avg:	Std:
2. Evaluate your clinic experience on this rotation.*	*Little educational benefit*		*Appropriate educational benefit*	50.00%	50.00% *Superior educational benefit*		**4.50**	0.5

C. Variety of Patients

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
3. On this rotation, I was exposed to the breadth of disease and variety of patients reflective of the patient population.*					100.00%		**5.00**	0.0

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*	50.00%	50.00% *Educationally beneficial*		*Superior educational benefit*		**2.50**	0.5

D. Faculty Instruction

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
5. Faculty on this rotation promote resident learning through direct instruction, modeling, didactics.*				100.00%			**4.00**	0.0

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
6. Evaluate the balance between educational activities and service activities on this rotation.*	*Too Many Service Activities*		100.00% *Balance Just Right*		*Too Many Educational Activities*		**3.00**	0.0

F. Call Schedule

	1	2	3	4	5	N/A	Avg:	Std:
7. What is your perception of the call schedule on this rotation?*	*Little educational benefit*	100.00%	*Consistently Difficult*		*Significantly Overwhelming*		**2.00**	0.0

G. Hospital Specific Didactic Sessions

	1	2	3	4	5	N/A	Avg:	Std:
8. Evaluate the level of rounding with faculty.	*Not enough*		50.00% *Just right*		*Too much*	50.00%	**3.00**	0.0

	1	2	3	4	5	N/A	Avg:	Std:
9. Evaluate the hospital-specific didactic sessions during this rotation.*	*Little educational benefit*		*Appropriate educational beneficial*		*Superior educational benefit*	100.00%	**- -**	- -

H. Overall Rotation Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
10. If I needed help or advice on this rotation, I had a resource/person whom I could consult.					100.00%		**5.00**	0.0

	1	2	3	4	Avg:	Std:
11. Overall rating for this rotation:	*Needs improvement*	50.00% *Average*	*Excellent*	50.00% *Exceptional*	**3.00**	1.0

Best aspects of this rotation:	Having an independent clinic was the best learning opportunity for this rotation, as we minimally get that experience elsewhere and it is extremely valuable to learn these skills in a setting where the attendings are there for backup but typically let the resident handle all of the patient care surrounding the clinic. - Independent clinic encouraging resident to take ownership of patient management and running a practice - Wide variety of OR cases with chance to see how attendings operate differently compared to Stanford - Very reasonable call schedule
Suggestions for improvement:	- should have earlier communication for onboarding process Low operative experience during my rotation, one week with 5 days in clinic, one week with 4 days in clinic, other weeks with 2-3 days in clinic. In speaking with the team I think this may have been an unlucky stretch where there were very few cases during my rotation.

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: Elective/Mini Fellowship**

Target: **Stanford Mini Fellowship**

Date Range: **07/01/25-05/20/26**

Responses: **1**

This evaluation is not anonymous.

Please describe what you did for your elective/MF rotation.	Laryngology

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. I received appropriate guidance in choosing and designing my elective/MF rotation.					100.00%		**5.00**	0.0

	1	2	3	4	Avg:	Std:
2. Overall rating for this rotation:	*Needs improvement*	*Average*	*Excellent*	100.00% *Exceptional*	**4.00**	0.0

Best aspects of this rotation:	Autonomy Focus on what I want
Suggestions for improvement:	No notes

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: Nightfloat v 6.17**
Target: **Nightfloat**

Date Range: **07/01/25-05/20/26**
Responses: **3**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	continuity of care over multiple weeks good experience Night float is a good way to improve overall schedule Helpful with getting comfortable, good autonomy great way to learn with support of chief resident and attending

Suggestions for improvement:	99% non-operative rotation more operative experience NA

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered opportunities for me to improve my operative skills for a variety of cases.	*Strongly Disagree*	66.67% *Disagree*	33.33% *Neutral*	*Agree*	*Strongly Agree*	*N/A*	**2.33**	0.5

B. Clinical Experience

	1	2	3	4	5	6	Avg:	Std:
2. This rotation offered opportunities for me to improve my clinical evaluation skills for the acutely ill otolaryngology patient.*	*Strongly Disagree*	*Disagree*	*Neutral*	*Agree*	100.00% *Strongly Agree*	*N/A*	**5.00**	0.0

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:
3. I received informative sign-out on this rotation.	100.00%					**4.00**	0.0

C. Variety of Patients

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*		100.00% *Educationally beneficial*		*Superior educational benefit*		**3.00**	0.0

D. Instruction

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:
5. I received adequate back-up/supervision from chief residents.	66.67%	33.33%				**3.67**	0.5

	Always	Most of the time	Sometimes	Rarely/ Never	N/A	Avg:	Std:
6. I received adequate back-up/supervision from faculty.	100.00%					**4.00**	0.0

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
7. Evaluate the balance between educational activities and service activities on this rotation.*	*Too Many Service Activities*		66.67% *Balance Just Right*		*Too Many Educational Activities*	33.33%	**3.00**	0.0

H. Overall rotation experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
8. If I needed help or advice on this rotation, I had a	*Strongly*	*Disagree*	*Neutral*	33.33% *Agree*	66.67% *Strongly Agree*	*N/A*	**4.67**	0.5

resource/person whom I could consult.	*Disagree*						

	1	2	3	4	Avg:	Std:
9. Overall evaluation of this rotation:	*Needs improvement*	*Average*	66.67% *Excellent*	33.33% *Exceptional*	**3.33**	0.5

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: PAVA v 6.17**

Target: **Palo Alto VA Hospital**

Date Range: **07/01/25-05/20/26**

Responses: **4**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	Autonomy, extended time between junior and senior resident, excellent otology experience Resident autonomy. VA team (Crystal, Ella, Ruby, Leslie, Annie). Good case mix at time of this rotation - solid exposure in all of the specialties except FPRS (yearly turnover of fellow, unavoidable). Chance to work through all aspects of patient care. Easy hours.

Suggestions for improvement:	If we were optimizing on resident education exclusively - would eliminate the half time resident and restructure clinics and block time so that everything can still be covered. If needed, would stop double scrubbing surgical cases in order to accommodate this. Operative volume is very low

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered ample opportunities for me to improve my operative skills for a variety of cases.*	25.00%	25.00%		50.00%			**2.75**	1.3

B. Clinical Experience

	1	2	3	4	5	N/A	Avg:	Std:
2. Evaluate your clinic experience on this rotation.*	*Little educational benefit*		75.00% *Appropriate educational benefit*	25.00%	*Superior educational benefit*		**3.25**	0.4

C. Variety of Patients

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
3. On this rotation, I was exposed to the breadth of disease and variety of patients reflective of the patient population.*			50.00%	50.00%			**3.50**	0.5

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*	25.00%	50.00% *Educationally beneficial*		25.00% *Superior educational benefit*		**3.25**	1.1

E. Faculty Instruction

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
5. Faculty on this rotation promote resident learning through direct instruction, modeling, didactics.*				75.00%	25.00%		**4.25**	0.4

F. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
6. Evaluate the balance between educational activities and service activities on this rotation.*	*Too Many Service Activities*	50.00%	50.00% *Balance Just Right*		*Too Many Educational Activities*		**2.50**	0.5

G. Call Schedule

	1	2	3	4	5	N/A	Avg:	Std:
7. What is your perception of the call	25.00% *Little*	25.00%	50.00% *Consistently Difficult*		*Significantly Overwhelming*		**2.25**	0.8

schedule on this rotation?*	*educational benefit*							

H. Hospital Specific Didactic Sessions

	1	2	3	4	5	N/A	Avg:	Std:
8. Evaluate the level of rounding with faculty.	25.00% *Not enough*		50.00% *Just right*		*Too much*	25.00%	**2.33**	0.9

	1	2	3	4	5	N/A	Avg:	Std:
9. Evaluate the hospital-specific didactic sessions during this rotation.*	*Little educational benefit*		75.00% *Appropriate educational beneficial*		*Superior educational benefit*	25.00%	**3.00**	0.0

K. Overall Rotation Experience

	1	2	3	4	5	6	N/A	Avg:	Std:
10. In what ways did fellow(s)/clinical instructor(s)/observer(s) contribute to your educational experience during this rotation?	*Didactics*	*Help with consults*	25.00% *Operative instruction*	*Rounding*	25.00% *Fellow(s)/observer(s) did not contribute to the educational experience*	*Other*	50.00%	**4.00**	1.0

	1	2	3	4	5	6	N/A	Avg:	Std:
11. In what ways did the fellow(s)/clinical instructor(s)/observer(s) detract from your educational experience during this rotation?	*Took faculty time away from teaching*	*Took operative experience that would have gone to resident*	*Gave bad information regarding patient care*	*Frequently not available to help with consults*	50.00% *Did not detract from educational experience*	*Other*	50.00%	**5.00**	0.0

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
12. If I needed help or advice on this rotation, I had a resource/person whom I could consult.				75.00%	25.00%		**4.25**	0.4

	1	2	3	4	Avg:	Std:
13. Overall rating for the rotation:	25.00% *Needs improvement*	50.00% *Average*	25.00% *Excellent*	*Exceptional*	**2.00**	0.7

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: PEDS (v 6.17)**
Target: **Lucile Packard Children's Hospital**

Date Range: **07/01/25-05/20/26**
Responses: **5**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	great learning ability to do intern level cases in the OR Working closely with attendings, being able to build rapport excellent rotation with exposure to wide array of high acuity pathologies with passionate, committed professors who set a great example for residents. busy but gratifying. - Great operative experience with great mix of complex OR cases in otology, airway, thyroid, neck masses, and microtia - Attendings are very invested in resident education and try to push residents to do as much as they can safely in the OR - Appreicated teaching rounds which were very educational in reviewing complicated aspects of otology cases, airway cases, and imaging - Large team was appropriate given the busy service and the resident team always felt very supported -Attendings are generally very available to help with inpatient concerns and often see patients with the team together which is helpful for learning and streamlined communications with parents and primary teams A lot of excellent learning. Fun to work with kids. Enjoyable rotation. Incredible faculty teachers.

Suggestions for improvement:	NA n/a enforcing times for residents to leave, as it often ends up being the case that you are there from 4 am to 8 pm daily due to clinical volume none

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered ample opportunities for me to improve my			20.00%	20.00%	60.00%		**4.40**	0.8

operative skills for a variety of cases.*								

B. Clinical Experience

	1	2	3	4	5	N/A	Avg:	Std:
2. Evaluate your clinic experience on this rotation.*	*Little educational benefit*		20.00% *Appropriate educational benefit*	40.00%	40.00% *Superior educational benefit*		**4.20**	0.7

C. Variety of Patients

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
3. On this rotation, I was exposed to the breadth of disease and variety of patients reflective of the patient population.*				20.00%	80.00%		**4.80**	0.4

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*		60.00% *Educationally beneficial*	20.00%	20.00% *Superior educational benefit*		**3.60**	0.8

D. Faculty Instruction

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
5. Faculty on this rotation promote resident learning through direct instruction, modeling, didactics.*				20.00%	80.00%		**4.80**	0.4

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
6. Evaluate the balance between educational	*Too Many*		80.00% *Balance Just*	20.00%	*Too Many*		**3.20**	0.4

activities and service activities on this rotation.*	*Service Activities*		*Right*		*Educational Activities*			

F. Call Schedule

	1	2	3	4	5	N/A	Avg:	Std:
7. What is your perception of the call schedule on this rotation?*	*Little educational benefit*		100.00% *Consistently Difficult*		*Significantly Overwhelming*		**3.00**	0.0

G. Hospital Specific Didactic Sessions

	1	2	3	4	5	N/A	Avg:	Std:
8. Evaluate the level of rounding with faculty.	*Not enough*		80.00% *Just right*	20.00%	*Too much*		**3.20**	0.4

	1	2	3	4	5	N/A	Avg:	Std:
9. Evaluate the hospital-specific didactic sessions during this rotation.*	*Little educational benefit*		80.00% *Appropriate educational beneficial*		*Superior educational benefit*	20.00%	**3.00**	0.0

H. Overall rotation experience

	1	2	3	4	5	6	N/A	Avg:	Std:
10. In what ways did fellow(s)/clinical instructor(s)/observer(s) contribute to your educational experience during this rotation?	*Didactics*	*Help with consults*	20.00% *Operative instruction*	80.00% *Rounding*	*Fellow(s)/observer(s) did not contribute to the educational experience*	*Other*		**3.80**	0.4

	1	2	3	4	5	6	N/A	Avg:	Std:
11. In what ways did the fellow(s)/clinical instructor(s)/observer(s) detract from your educational experience during this rotation?	*Took faculty time away from teaching*	*Took operative experience that would*	*Gave bad information regarding patient care*	*Frequently not available to help with consults*	80.00% *Did not detract from educational experience*	*Other*	20.00%	**5.00**	0.0

		have gone to resident						

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
12. If I needed help or advice on this rotation, I had a resource/person whom I could consult.				20.00%	80.00%		**4.80**	0.4

	1	2	3	4	Avg:	Std:
13. Overall evaluation of this rotation:	*Needs improvement*	20.00% *Average*	20.00% *Excellent*	60.00% *Exceptional*	**3.40**	0.8

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: RESEARCH (v 6.17)**

Target: **Research**

Date Range: **07/01/25-05/20/26**

Responses: **2**

Evaluation information entered here will be used to assess the resident research rotation experience.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. I received appropriate guidance in choosing and designing my research rotation.				50.00%	50.00%		**4.50**	0.5

	Unsatisfactory	Marginal	Neutral	Good	Very Good	Excellent	Exceptional	Avg:	Std:
2. Overall rating for this rotation					50.00%		50.00%	**6.00**	1.0

Best aspects of this rotation:	having valley night call was not too disruptive during this rotation especially if this is an expectation set ahead of time Allows the time to think and allows time for completion of projects initiated before.
Suggestions for improvement:	having multiple research blocks throughout residency would be extremely helpful. i was able to submit multiple manuscripts and make substantial progress on my CORE grant project during my research block, that would otherwise not be possible when on a rotation. Having two 3-month blocks would be better than having one 6-month block, because of the nature of clinical research and the momentum and lulls with projects.

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: SCALPEL v 7.19**

Target: **Stanford University Hospital - Scalpel**

Date Range: **07/01/25-05/20/26**

Responses: **6**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	Balance of clinic/operative time, excellent teaching throughout settings good learning Lots of operative autonomy, attendings are invested in residents learning the surgeries. PGY4 operates a lot with Dr. Orloff on a consistent basis which is great for learning and building on prior experiences with the same attending. variety of cases in OR and clinic dedication to teaching trainees of all levels operative volume, diversity of attending preferences/teaching/cases, cadaver lab, team dynamic

Suggestions for improvement:	insufficient inpatient APP coverage Working with the same attending longitudinally is variable and oftentimes not possible.

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered ample opportunities for me to improve my operative skills for a variety of cases.*			16.67%	33.33%	50.00%		**4.33**	0.7

B. Clinical Experience

	1	2	3	4	5	N/A	Avg:	Std:
2. Evaluate your clinic experience on this	*Little*		33.33% *Appropriate*		66.67% *Superior*		**4.33**	0.9

rotation.*	*educational benefit*		*educational benefit*		*educational benefit*		

C. Variety of Patients

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
3. On this rotation, I was exposed to the breadth of disease and variety of patients reflective of the patient population.*			16.67%	16.67%	66.67%		**4.50**	0.8

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*	16.67%	66.67% *Educationally beneficial*	16.67%	*Superior educational benefit*		**3.00**	0.6

D. Faculty Instruction

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
5. Faculty on this rotation promote resident learning through direct instruction, modeling, didactics.*			16.67%		83.33%		**4.67**	0.7

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
6. My education was compromised by service obligations.*	33.33% *Never*	16.67% *Rarely*	50.00% *Occasionally*	*Frequently*	*Practically all the time*	*N/A*	**2.17**	0.9

F. Call Schedule

	1	2	3	4	5	N/A	Avg:	Std:
7. What is your perception of the call schedule on this rotation?*	*Little educational benefit*	16.67%	33.33% *Consistently Difficult*		*Significantly Overwhelming*	50.00%	**2.67**	0.5

G. Hospital Specific Didactic Sessions

	1	2	3	4	5	N/A	Avg:	Std:
8. Evaluate the level of rounding with faculty.	*Not enough*		50.00% *Just right*		*Too much*	50.00%	**3.00**	0.0

	1	2	3	4	5	N/A	Avg:	Std:
9. Evaluate the hospital-specific didactic sessions during this rotation.*	*Little educational benefit*		66.67% *Appropriate educational beneficial*	16.67%	*Superior educational benefit*	16.67%	**3.20**	0.4

H. Overall rotation experience

10. In what ways did fellow(s)/observer(s) contribute to your educational experience during this rotation? (e.g. didactics, help with consults, operative instruction, rounding). Check all that apply.

Didactics 50.00%
Help with Consults 0%
Operative instruction 83.33%
Rounding 0%
Fellow(s)/observer(s) did not contribute to the educational experience 0%
N/A 0%

	Never	Rarely	Occasionally	Fairly often	Very often	Avg:	Std:
11. The fellow(s) on this rotation compromised my surgical experience on this rotation. If so, please be specific (eg: who, what?) so that we may address the issue.	16.67%	83.33%				**1.83**	0.4

	1	2	3	4	5	6	N/A	Avg:	Std:
12. In what ways did the fellow(s)/clinical instructor(s)/observer(s) detract from your educational experience during this rotation?	*Took faculty time away from teaching*	50.00% *Took operative experience that would*	*Gave bad information regarding patient care*	*Frequently not available to help with consults*	50.00% *Did not detract from educational experience*	*Other*		**3.50**	1.5

		have gone to resident						

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
13. If I needed help or advice on this rotation, I had a resource/person whom I could consult.				50.00%	50.00%		**4.50**	0.5

	1	2	3	4	Avg:	Std:
14. Overall evaluation of this rotation:	*Needs improvement*	16.67% *Average*	33.33% *Excellent*	50.00% *Exceptional*	**3.33**	0.7

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: SCOPE rev. 7.21**

Target: **Stanford University Hospital - Scope**

Date Range: **07/01/25-05/20/26**

Responses: **6**

Please complete this evaluation with regard to the goals and objectives of the residency program.

Best aspects of this rotation:	- Good operative autonomy, especially for rhinology - Exposure to bread and butter as well as complex cases in OR and clinic including many bedside procedures - Fellows very helpful in OR and managing inpatients High operative volume for all residents, lots of cases to go around. Faculty are all amazing and interested in teaching during cases. Chief was able to schedule such that there was continuity with attending across the entire block and not just during mini rotations. Close collaboration with fellows, their support and hard work on the rotation is really helpful Opportunity for operative independence in rhinology OR experience across all 3 subspecialties is strong

Suggestions for improvement:	The structure of the service may need to change. For FPRS, the attendings CLEARLY value seeing residents frequently over many weeks. You often don't get to participate much in your junior years. Maybe we should consider a briefer early exposure to FPRS for junior residents (2-4 weeks in your intern and PGY-2 year) while focusing more time in the PGY-4 and 5 years (6-8 weeks). Could still rotate on the scope service or organize the team this way, but focus more time operatively later when you actually get to do something (sometimes) AND when learning by watching is easier because you have learned how to do this. There is precedent among many other OHNS residencies for focusing more later exposure in FPRS. Also there is no rounding with faculty at all and no hospital-specific didactic sessions. These can be implemented or we can just strike these questions from the survey... we basically never round with attendings at Stanford. Never once has a Stanford faculty on the Scope service rounded with the resident team in my time here.

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered ample opportunities for me to improve my operative skills for a variety of cases.*				33.33%	66.67%		**4.67**	0.5

B. Clinical Experience

	1	2	3	4	5	N/A	Avg:	Std:
2. Evaluate your clinic experience on this rotation.*	*Little educational benefit*		33.33% *Appropriate educational benefit*	33.33%	33.33% *Superior educational benefit*		**4.00**	0.8

C. Variety of Patients

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
3. On this rotation, I was exposed to the breadth of disease and variety of patients reflective of the patient population.*				50.00%	50.00%		**4.50**	0.5

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*		66.67% *Educationally beneficial*	33.33%	*Superior educational benefit*		**3.33**	0.5

D. Faculty Instruction

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
5. Faculty on this rotation promote resident learning through direct instruction, modeling, didactics.*				33.33%	66.67%		**4.67**	0.5

6. Please explain:

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
7. Evaluate the balance between educational activities and service activities on this rotation.*	*Too Many Service Activities*		83.33% *Balance Just Right*	16.67%	*Too Many Educational Activities*		**3.17**	0.4

F. Call Schedule

	1	2	3	4	5	N/A	Avg:	Std:
8. What is your perception of the call schedule on this rotation?*	*Little educational benefit*	16.67%	50.00% *Consistently Difficult*	16.67%	*Significantly Overwhelming*	16.67%	**3.00**	0.6

G. Hospital Specific Didactic Sessions

	1	2	3	4	5	N/A	Avg:	Std:
9. Evaluate the level of rounding with faculty.	16.67% *Not enough*		50.00% *Just right*	16.67%	*Too much*	16.67%	**2.80**	1.0

	1	2	3	4	5	N/A	Avg:	Std:
10. Evaluate the hospital-specific didactic sessions during this rotation.*	*Little educational benefit*		*Appropriate educational beneficial*	33.33%	16.67% *Superior educational benefit*	50.00%	**4.33**	0.5

H. Overall Rotation Experience

11. Which fellow(s), if any, contributed to your educational experience during this	FPS 83.33% Otology 100.00% Rhinology 100.00%

rotation? (Check all that apply.)	

12. Please explain (or provide an example of) how they contributed to your experience.	Excellent teachers for all residents, great to operate with - All fellows very helpful in preparing for cases and helping manage inpatients including bedside procedures. Always very responsive and communicative excellent teaching both in clinic and OR

	1	2	3	4	5	6	N/A	Avg:	Std:
13. In what ways did the fellow(s) detract from your educational experience during this rotation?	*Took faculty time away from teaching*	*Took operative experience that would have gone to resident*	*Gave bad information regarding patient care*	*Frequently not available to help with consults*	83.33% *Did not detract from educational experience*	*Other*	16.67%	**5.00**	0.0

14. If any observers contributed to your educational experience, which ones (check all that apply)?	FPS 0% Otology 0% Rhinology 0%

15. In what ways did they contribute? (Please provide an example.)	

16. If any observers detracted from your educational experience,	FPS 0% Otology 0% Rhinology 16.67%

please indicate which ones:	

17. What were the reasons they took away from your experience? (Please provide an example.)	They divide attention from the attendings who are also already taking meetings or running multiple rooms. But it's part of the division's mission and I don't think it's a bad thing necessarily, the attendings do a good job of still paying attention to learners. But ultimately attention is a finite resource. My impression is that they probably maintain equal attention to residents and are really only losing their attentional time to their meetings, tumor boards, phone calls etc. instead, because the rhinology education continues to be at the highest level in our department.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
18. If I needed help or advice on this rotation, I had a resource/person whom I could consult.			16.67%	16.67%	66.67%		**4.50**	0.8

	1	2	3	4	Avg:	Std:
19. Overall rating for this rotation:	*Needs improvement*	16.67% *Average*	33.33% *Excellent*	50.00% *Exceptional*	**3.33**	0.7

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Aggregate Evaluation Report - Resident Evaluation Of A Service/clinic

Generated: 05/21/2026 2:23am EDT

Evaluation: **Otolaryngology Resident Evaluation of Rotation: SCVMC (v. 6.17)**

Target: **Santa Clara Valley Medical Center**

Date Range: **07/01/25-05/20/26**

Responses: **4**

Please complete this evaluation with regard to the goals and objectives of the residency program.

A. Operative Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
1. This rotation offered ample opportunities for me to improve my operative skills for a variety of cases.*				25.00%	75.00%		**4.75**	0.4

B. Clinical Experience

	1	2	3	4	5	N/A	Avg:	Std:
2. Evaluate your clinic experience on this rotation.*	*Little educational benefit*		*Appropriate educational benefit*	50.00%	50.00% *Superior educational benefit*		**4.50**	0.5

C. Variety of Patients

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
3. On this rotation, I was exposed to the breadth of disease and variety of patients reflective of the patient population.*				25.00%	75.00%		**4.75**	0.4

	1	2	3	4	5	N/A	Avg:	Std:
4. Volume of Patients.*	*Little educational benefit*		75.00% *Educationally beneficial*	25.00%	*Superior educational benefit*		**3.25**	0.4

D. Faculty Instruction

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
5. Faculty on this rotation promote resident learning through direct instruction, modeling, didactics.*					100.00%		**5.00**	0.0

E. Balance of Activities

	1	2	3	4	5	N/A	Avg:	Std:
6. Evaluate the balance between educational activities and service activities on this rotation.*	*Too Many Service Activities*		100.00% *Balance Just Right*		*Too Many Educational Activities*		**3.00**	0.0

F. Call Schedule

	1	2	3	4	5	N/A	Avg:	Std:
7. What is your perception of the call schedule on this rotation?*	25.00% *Little educational benefit*		75.00% *Consistently Difficult*		*Significantly Overwhelming*		**2.50**	0.9

G. Hospital Specific Didactic Sessions

	1	2	3	4	5	N/A	Avg:	Std:
8. Evaluate the level of rounding with faculty.	*Not enough*		100.00% *Just right*		*Too much*		**3.00**	0.0

	1	2	3	4	5	N/A	Avg:	Std:
9. Evaluate the hospital-specific didactic sessions during this rotation.*	*Little educational benefit*		75.00% *Appropriate educational beneficial*		25.00% *Superior educational benefit*		**3.50**	0.9

H. Overall Rotation Experience

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A	Avg:	Std:
10. If I needed help or advice on this rotation, I had a resource/person whom I could consult.					100.00%		**5.00**	0.0

	1	2	3	4	Avg:	Std:
11. Overall rating for this rotation:	*Needs improvement*	*Average*	50.00% *Excellent*	50.00% *Exceptional*	**3.50**	0.5

Best aspects of this rotation:	Incredible teaching, independence - Chief operative experience with Dr. Noel, Dr. Amoils, Dr. Munoz - Exposure to medically complex and first-contact H&N patients. - Longitudinal care for inpatients and surgical postop patients - I refined skills on managing infectious H&N patients through the experience of daily rounding and seeing them outpatient. It is very easy to follow patients through the system. Wide variety of cases on consults and clinic Autonomy
Suggestions for improvement:	- Sinus experience somewhat detracts from the traditional Valley experience.

2026-27 PGY 1 Rotation Schedule (by resident)

R1	1	2	3	4	5	6	7	8	9	10	11	12	13
	6/25-7/20	7/21 - 8/17	8/18 - 9/14	9/15 - 10/12	10/13 - 11/9	11/10 - 12/7	12/8 - 1/4	1/5 - 2/1	2/2 - 3/1	3/2 - 3/29	3/30 - 4/26	4/27 - 5/24	5/25 - 6/24
Fassina	Scope	ENT HM/Rad/Res (8/3 - 8/9)	Scalpel	VA GS	Valley GS (10/19 - 10/25)	Peds	ED	SHC Plastics (1/25-1/31)	Scalpel	Anesthesia	Peds	SICU	Scope (5/24 - 5/30)
Lee	Valley GS (7/13 - 7/19)	Peds	Peds	Scalpel (9/14 - 9/20)	SHC Plastics	Anesthesia (11/9 - 11/15)	Scope	Scalpel	ED	VA GS	ENT HM/Rad/Res (3/29 - 4/4)	SICU	Scalpel
Maddineni	Peds	Valley GS	VA GS (8/31-9/6)	SHC Plastics	ED	Scalpel (11/9 - 11/15)	SICU	Scope	ENT HM/Rad/Res (2/1 -2/7)	Peds	Scope	Scalpel	Anesthesia (5/24-5/30)
Olson	Scalpel	ED	SHC Plastics (8/31 - 9/6)	Peds	Peds (10/12 - 10/18)	SICU	Scalpel	Valley GS	Anesthesia (2/22-2/28)	Scope	ACS Day (4/5-4/11)	ENT HM/Rad/Res	Peds
Tang	SICU	Scalpel	ED	ENT (9/28 - 10/4) HM/Rad/Res	Scalpel	Scope	VA GS (12/14 - 12/20)	Peds	Peds	Scalpel (3/15 - 3/21)	Valley GS	Anesthesia (5/17-5/23)	SHC Plastics
Idler											SICU	Valley GS	VA GS
O1 - Eric Lovett, Jr			Scope										
O2 - Justin Flood							Peds (12/7 - 12/13)						
O3 - Elizabeth Woo												Peds	
Marina Ramirez Posada											Scalpel		

ENT Services

- Scalpel
- Scope
- Peds
- ENT HM/Rad/Res

GS Services

- Anesthesia
- SICU
- SHC Plastics
- Valley GS
- VA GS
- ACS Day

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Evaluation Form

Printed on May 27, 2026

ENT Faculty Evaluation of Trainee 2026-7 V2

Evaluator: _____

Evaluation of: _____

Date: _____

Please take a moment to complete this resident evaluation. This evaluation is NEITHER confidential NOR anonymous EXCEPT where indicated. Note: The resident has access to this evaluation upon completion.

	Yes	No
1. I have had sufficient contact with this resident to evaluate him/her. If you respond "no," you need not respond to the remainder of the questions, and will no longer receive evaluations of this trainee for this period.*	☐	☐

Please rate the resident accordingly.

	1	2	3	4
2. Understanding of anatomy (MK)	☐ N/A (Not enough information to evaluate).	☐ Below PGY level	☐ At PGY level	☐ Above PGY level

	1	2	3	4
3. Surgical competency/skill (PC, MK)	☐ N/A (Not enough information to evaluate).	☐ Below PGY level	☐ At PGY level	☐ Above PGY level

	1	2	3	4
4. Medical decision making (PC, MK)	☐ N/A (Not enough information to evaluate).	☐ Below PGY level	☐ At PGY level	☐ Above PGY level

5. What aspects of this resident's behaviors are either notably good or could use improvement?

Here are some examples of categories: Punctuality; preparedness; inpatient and consult knowledge; room set-up; bedside manner; communications with faculty, fellows/CIs, and staff; initiative; efficiency; teamwork; meticulousness; self-awareness; understanding of limitations; grace under pressure.

6. List 3 things the resident can do to progress to the next level of competency.

_____

_____

_____

_____

_____

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7. Overall Evaluation of this Resident:

1	2	3
☐ Below PGY level	☐ At PGY level	☐ Above PGY level

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8. ANONYMOUS FEEDBACK [Optional]:

_____

_____

_____

Responses to this question will be provided to the resident in AGGREGATED and ANONYMOUS form by the residency program director in the middle of the year and the end of the year. This is for candid, constructive feedback and not repetition of anything previously commented on.

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9. CONFIDENTIAL COMMENTS FOR PROGRAM DIRECTOR

(This confidential response is for the Program Director and does NOT appear on resident's version of the evaluation.)