

Medical Education

WIZARDRY, INNOVATION AND MAGIC



March 8 – 11, 2017 • Orlando, FL

HYATT REGENCY ORLANDO

PRELIMINARY PROGRAM



2017 MEETING AT A GLANCE

WEDNESDAY, MARCH 8, 2017

8:00 AM–11:00 AM	ARCOG New Residency Coordinators Meeting
11:30 AM–12:30 PM	MECCOG Lunch at Clerkship Directors' School (\$)
12:45 PM–2:45 PM	General Session Presentations Welcome and Opening Session
2:50 PM–3:20 PM	Refreshment and Networking Break
3:00 PM–5:00 PM	ARCOG Council Meeting
3:25 PM–4:25 PM	General Session CREOG Chair Address APGO Presidential Address
4:30 PM–5:30 PM	Breakout Sessions Discussion Dens
5:30 PM–7:00 PM	Welcome Reception Exhibits and Posters Exhibit Hall

THURSDAY, MARCH 9, 2017

7:00 AM–8:00 AM	Focus Breakfasts (\$) Resident/Medical Student Breakfast COFTOG Business Meeting
8:10 AM–10:00 AM	General Sessions
8:30 AM–3:30 PM	MECCOG Concurrent Sessions
9:30 AM–3:00 PM	Exhibit Hall
10:00 AM–10:40 AM	Refreshment and Networking Break Exhibits and Posters
10:45 AM–12:45 PM	Breakout Sessions Discussion Dens
11:00 AM–12:50 PM	ABOG Fellowship Directors and Coordinators Session
12:50 PM–1:50 PM	Medical Student Educators' Luncheon CREOG Regional Lunches
1:50 PM–2:30 PM	Dessert and Networking Break Exhibits and Posters
2:30 PM–5:30 PM	ARCOG Regional Meetings
2:40 PM–3:55 PM	Abstract Presentations
4:00 PM–5:00 PM	Breakout Sessions CREOG & APGO Film Festival
5:15 PM–7:15 PM	APGO Annual Reunion Bash (\$)

FRIDAY, MARCH 10, 2017

7:00 AM–8:00 AM	Focus Breakfasts (\$) CUCOG Breakfast Resident/Medical Student Breakfast
7:00 AM–12:30 PM	ARCOG Concurrent Sessions
8:15 AM–9:15 AM	General Session
8:30 AM–5:00 PM	ACOG Concurrent Sessions
9:30 AM–3:00 PM	Exhibit Hall
9:30 AM–10:45 AM	Abstract Presentations CREOG & APGO Film Festival
9:30 AM–12:15 PM	MECCOG Concurrent Sessions
10:45 AM–11:30 AM	Refreshment and Networking Breakfast Exhibits and Posters
11:35 AM–12:15 PM	Joint CUCOG/CREOG/APGO Session
12:30 PM–1:30 PM	CREOG & APGO Awards and Graduation Luncheon
1:30 PM–2:45 PM	Dessert and Networking Break Exhibits and Posters
3:00 PM–4:00 PM	Breakout Sessions
4:00 PM–5:00 PM	CREOG & APGO Film Festival Breakout Sessions Discussion Dens
5:15 PM–7:15 PM New in 2017	Joint CREOG & APGO Fundraiser (\$)

SATURDAY, MARCH 11, 2017

7:00 AM–7:30 AM	Continental Breakfast
7:35 AM–9:00 AM New in 2017	General Session Transition to Residency: Education and Simulation Workshop
9:00 AM–9:10 AM	Break
9:10 AM–12:20 PM	Breakout Sessions





MEETING OBJECTIVES

**AT THE CONCLUSION OF THIS PROGRAM,
PARTICIPANTS WILL BE ABLE TO:**

1. Implement skills and techniques to mentor colleagues, residents and learners in the areas of teaching and research.
2. Utilize new skills to recognize and manage burnout among your colleagues.
3. Foster a learning environment of wellness in your program.
4. Recognize and develop new ways to enhance the increasing role of community-based physicians in teaching students and residents.
5. Implement and utilize simulation training in the learning environment.
6. Adopt skills and tools to facilitate academic promotion.
7. Explore means of international educational opportunities in your program.
8. Implement the Milestones into your daily teaching and evaluation.
9. Recognize the importance of diversity and cultural awareness in teaching scenarios.
10. Recognize skills to educate learners on sexual abuse.
11. Implement educational tools for learning in rural environments.
12. Apply strategies to deal with dysfunctional behavior in residents.
13. Implement standardized evaluation systems of learners into your program.
14. Describe the ever-changing health care economic environment and its impact of medical education.
15. Describe challenges in fellowship education.



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WEDNESDAY, MARCH 8, 2017

GENERAL SESSION

Moderators: Patrice M. Weiss, MD
Steven E. Swift, MD
Program Co-Chairs

12:45 PM

WELCOME AND OPENING SESSION

1:00 PM

ECHO (Extension for Community Healthcare Outcomes) Project

Sanjeev Arora, MD, FACP, FACG | *Director, Project ECHO*

During this session Project ECHO will be explained. Hear how technology is used to leverage scarce health care resources, and specialists at the academic medical centers are better able to attend the most complex, high-risk patients. The ECHO model is not “telemedicine,” where the specialist assumes the care of the patient, but instead a guided practice model where the primary care clinician retains responsibility for managing the patient, operating with increasing independence as their skills and self-efficacy grow.

Following this session, the involved learner should be able to:

- Apply a new model that enhances access to treatment for patients in rural and urban areas and management of patients’ chronic and complex diseases.
- Apply the ECHO model for improving chronic disease care in the underserved areas.
- Detail the platforms by which Project ECHO clinicians gain competency and expertise in the delivery of specialized complex care to patients with chronic health conditions.

1:45 PM

Warren H. Pearce, MD, Lecture New Work Hour Recommendations

John R. Potts III, MD | *Senior Vice President, ACGME*

During this session, the evolution of duty hour requirements for residents in ob-gyn and the ACGME duty hour requirements that will become effective July 1, 2017, will be presented.

Following this session, the involved learner should be able to:

- Describe the evolution of duty hour requirements in ACGME-accredited obstetrics and gynecology programs, as well as the historical context in which those requirements evolved.
- Delineate the role that duty hour requirements play in the fabric of the resident/fellow learning and working environment, physician well-being and patient safety.

2:30 PM–2:45 PM

Q&A

2:50 PM–3:20 PM

REFRESHMENT AND NETWORKING BREAK

3:25 PM–4:25 PM

CREOG Chair Address

Tony Ogburn, MD | *CREOG Chair*

APGO Presidential Address

Roger Smith, MD | *APGO President*

4:30 PM–5:30 PM

CONCURRENT SESSIONS

BREAKOUT SESSIONS

1. The Wizarding World of Educational Research and How to Get There

Lee A. Learman, MD, PhD; Debra A. DaRosa, PhD

Following this session, the involved learner should be able to:

- Gain awareness of the gaps in faculty development opportunities to advance educational research training in ob-gyn.
- Compare current curricula and advanced degree programs in educational research.
- Inform ongoing discussions regarding new faculty development programs to address current gaps and needs in ob-gyn.

EXHIBIT HALL HOURS

Wednesday, March 8: 5:30 PM–7:00 PM

Thursday, March 9: 9:30 AM–3:00 PM

Friday, March 10: 9:30 AM–3:00 PM

Register Now! Visit www.apgo.org/caam

2. Integrating Social Determinants of Health Training in Ob-Gyn Educational Programs

Temitope P. Awosogba, MD, MPH; Rachna Vanjani, MD; Michelle Sia, DO; Jodi Abbott, MD, MHCM

Following this session, the involved learner should be able to:

- Define and review the impact of social determinants in health disparities in ob-gyn.
- List the ACGME and AAMC requirements for inclusion of advocacy training in medical education.
- Explain available resources to develop your own social advocacy curriculum.

3. Building Better Assessments for Tomorrow: How to Establish a Standardized Oral Examination in Your Clerkship

Xiaodong (Phoenix) Chen, PhD, MS; Kathryn M. Atkins, MD; Carey York-Best, MD; Natasha R. Johnson, MD

Following this session, the involved learner should be able to:

- Describe the benefits of a standardized oral examination as an assessment tool in ob-gyn clerkships.
- Review a standardized oral exam format, grading guidelines, implementation method and the faculty survey outcomes comparing traditional oral examination to standardized oral examination format.
- Provide tools for the development of a cadre of examiners at participants' home institutions.

4. Quality and Patient Safety Education Does Not Have to Bite! The Antidote Lies in Collaboration

Sharon Byun, MD; Michele Lossius, MD; Nila Radhakrishnan, MD; Eric Rosenberg, MD, MSPH, FACP

Following this session, the involved learner should be able to:

- Return to their institutions with either a newly created or improved roadmap to foster multidisciplinary collaboration for teaching QI at their institutions.
- Take back a better understanding of the barriers and possible solutions to implementation of a QI curriculum.

5. Establishing and Incorporating Resident Wellness into Residency Programs

Cassandra Liggins, MD; Laurie Erickson, MD

Following this session, the involved learner should be able to:

- Facilitate a discussion concerning physician burnout and the role of training programs in addressing resident and physician burnout.
- Assist training programs in determining the needs of resident staff and a means to facilitate and improve wellness.

6. Journal Watch: Understanding the Wizardry of Medical Education Research

B. Star Hampton, MD; LaTasha Craig, MD; M. Laura Hopkins, MD

Following this session, the involved learner should be able to:

- Review recent medical education research.
- Understand approaches to medical education research and publication.
- Discuss medical education ideas for implementation.

DISCUSSION DENS

Discussion Dens will have a table for the speaker and theater chairs for 40 to 50 people in each session.

1. The Power of a Group: Centering Pregnancy as an Educational Model

Julie Zemaitis DeCesare, MD; Kay Roussos-Ross, MD; Pam Palma, MD

This session will demonstrate to attendees the importance of the innovative care model and identify strategies for overcoming common challenges in the maintenance of a successful program.

Following this session, the involved learner should be able to:

- Define best practices in the implementation of group prenatal care into their residency training program.
- Explain the importance of the innovative care model.
- Identify strategies for overcoming common challenges in the maintenance of a successful program.

2. Trauma-Informed Reproductive Health Care: A Toolbox for Women's Health Providers

Lindsay Wheeler, MD; Julie Weitlauf, PhD; Kate Shaw, MD; Lauren Harrington, MD

Following this session, the involved learner should be able to:

- Summarize the epidemiology of sexual abuse and trauma.
- Describe the psychologic and somatic sequelae of sexual abuse and trauma.
- Define basic trauma theory to describe underlying factors influencing reproductive health care of survivors of sexual assault.
- Develop provider comfort with disclosure of sexual abuse or trauma.
- Demonstrate techniques to improve experience of survivors of sexual abuse or trauma in their reproductive health care.

(Discussion Dens continued on Page 6)



3. Religious, Ethical and Cultural Impacts on the Delivery of Reproductive Health Care: A RECIPE for Interprofessional Education

Vicki McKinney, PhD; Robert W. Rebar, MD; Gonzalo Rodriguez, MD

Following this session, the involved learner should be able to:

- Use the APGO Medical Education Endowment Grant-funded videos to increase student awareness of religious, ethical and cultural issues that impact reproductive health clinical encounters.
- Discuss religious, ethical and cultural biases with learners.
- Identify personal biases impacting the delivery of reproductive health care to better manage conflict within interprofessional health care teams.

4. Simulation in Pediatric and Adolescent Gynecology: A New Tool to Better Prepare Physicians for Their Clinical Encounters with Young Women

Tania Dumont, MD, FRCSC

Following this session, the involved learner should be able to:

- Review the literature in Pediatric and Adolescent Gynecology (PAG) simulation.
- Describe the various teaching tools developed over the years, including breasts for Tanner staging, imperforate hymens, foreign bodies, hymenal septum and adnexal torsions.
- Discuss how simulated patients can be used to teach the approach to the child and adolescent.
- Define the different evaluation modalities.

5. Bridging the Gap from Mentee to Mentor: Integrating Fellows as a Resource in Medical Student and Resident Education in Obstetrics and Gynecology

Niraj R. Chavan, MD, MPH; Wendy F. Hansen, MD

Following this session, the involved learner should be able to:

- Elucidate the approach to integration of fellows as clinical faculty in obstetrics and gynecology.
- Familiarize participants with novel fellow-led teaching activities to enhance medical student and resident education.
- Elaborate upon the role of fellows as clinical and research mentors to medical students and residents.
- Discuss the benefits of adding a clinical fellowship program toward enriching the residency experience in obstetrics and gynecology.
- Discuss the approach to mentoring fellows as junior faculty in an academic environment.
- Present a fellow's perspective in serving as a resource person to medical students and residents.

6. Developing a Magic Wand for the ACGME Resident Survey

Sarah Appleton, MD; Meredith Alston, MD

Following this session, the involved learner should be able to:

- Explain the importance and impact of the ACGME resident survey.
- Define commonly used terminology of survey.
- Appreciate the variation in perspectives of different generations regarding survey topics.
- Create an action plan for education of their residents regarding the themes of the survey.
- Develop strategies to address common areas needing improvement highlighted by the ACGME survey.

5:30 PM–7:00 PM WELCOME RECEPTION

Exhibits and Posters





THURSDAY, MARCH 9, 2017

7:00 AM–8:00 AM

FOCUS BREAKFASTS

The Fourth Year of Medical School for Students Entering Ob-Gyn Residency: What Is the Ideal Curricula for Residency Preparation?

David A. Forstein, DO; Samantha Buery-Joyner, MD;
Elise N. Everett, MD

Following this session, the involved learner should be able to:

- Describe an optimal fourth-year rotation curriculum for their learner going into a ob-gyn residency.
- Know the key procedural elements essential for PGY-1 performance.
- Advise students of varying abilities how to design an individualized fourth-year schedule to maximize knowledge and skill development.

Developing a Sustainable, Exciting and Structured Global Health Elective in a Community Program

Sandra L. Torrente, MD; Erin Panarelli, MD;
Sarah Simmons, MD; Corrie Beth Miller, MD

Following this session, the involved learner should be able to:

- Describe how a community program funds an international elective for residents.
- Describe how a community program maintains and encourages an environment to educate global citizens.
- Review the different models for medical education in a global health environment.

COFTOG Business Meeting

COFTOG Board Members

Board members for the Committee on Fellowship Training in Obstetrics and Gynecology (COFTOG) will present current efforts of the committee, as well future directions. New business will be solicited.



RESIDENT/MEDICAL STUDENT BREAKFAST

How to Unleash the Superpower of Active Learning for Your Students and Residents

Angela Dempsey, MD, MPH; Ashlyn Savage, MD, MSCR; Lindsey Harward, MD, Constants Adams, MS

Following this session, the involved learner should be able to:

- Appreciate the evidence base for active learning and flipped classroom approaches in medical education
- Outline the benefits of incorporating active learning from the perspectives of a student, resident, clerkship director, and residency program director
- Take back concrete examples of curricular innovation at the student and resident level to begin transforming curricula at their home institutions

GENERAL SESSION

Moderator: Patrice M. Weiss, MD | CREOG Program Chair

8:10 AM–8:40 AM

American College of Obstetricians and Gynecologists Vice President for Education Report

Sandra A. Carson, MD | *Vice President, Education*

8:40 AM–9:10 AM

American College of Obstetricians and Gynecologists Presidential Officer Report

Thomas Gellhaus, MD | *ACOG President*

9:10 AM–9:20 AM

Junior Fellow Congress Advisory Council (JFCAC) Report

Kristen Zeligs, MD | *JFCAC Chair*

9:20 AM–9:40 AM

American Board of Obstetrics and Gynecology (ABOG) Report

George D. Wendel, Jr., MD | *ABOG Executive Director*

9:40 AM–10:00 AM

Residency Review Committee for Obstetrics and Gynecology (RRC) Report

Jessica L. Bienstock, MD, MPH; Jenny Campbell, MA



10:00 AM–10:40 AM
**REFRESHMENT AND
NETWORKING BREAK**

Exhibits and Posters

10:45 AM–11:45 AM
CONCURRENT SESSIONS

BREAKOUT SESSIONS

**1. The Ob-Gyn Clinician Educator in 2016:
Carving Out Your Role, Your Responsibilities
and Your Protected Time**

Helen Morgan, MD; Margaret McKenzie, MD;
Archana Pradhan, MD

Following this session, the involved learner should be able to:

- Describe ways to define their roles as clinician educators at the entry, mid-point and senior levels.
- Become aware of resources that are available that can help to successfully negotiate these roles.
- Identify educational opportunities outside of the traditional clerkship or program director roles within the realm of medical education.

**2. Discussion with the American Board of Obstetrics and
Gynecology (ABOG)**

George D. Wendel, Jr., MD

**3. Journal Club Application Tips, Tricks and Application
with a Flip Classroom**

Leah Kaufman, MD; Molly Brewer, MD;
Christopher Morosky, MD; Maureen Burke, MD

Following this session, the involved learner should be able to:

- Utilize different possible applications for the CREOG Journal Club resources.
- Take home practical tips for running sessions.

**4. Do You Believe in Magic? Using Technology
to Enhance Learning**

Melissa S. Wong, MD

Following this session, the involved learner should be able to:

- Understand the role of technology in enhancing education.
- Describe strategies for selecting technologies to enhance student learning outcomes.
- Present practical guidelines for leveraging technology, including multimedia design principles, PowerPoint enhancement, basic graphic design and online polling tools.

5. The Wellness Wheel

Abigail Ford Winkel, MD; Helen Morgan, MD; Anh Nguyen, MD; Jeffrey Sellers, MD; Mark Woodland, MD

Following this session, the involved learner should be able to:

- Reference the literature surrounding the role of wellness and resilience to physician training.
- Identify tools that can be used to measure the impact of wellness programming.
- Describe several successful programmatic interventions in place to support wellness.

**6. The Simulated Transgender Patient Encounter:
A Simple Tool to Boost Trainee Knowledge and
Confidence**

Beth Cronin, MD; Elizabeth Rubin, MD

Following this session, the involved learner should be able to:

- Understand the importance of language and history-taking.
- Improve clinical comfort and professionalism.
- Understand the utility of simulation in a transgender-inclusive curriculum, including pertinent milestones.
- Develop tools to help enact didactics and simulation sessions at one's home institution.

DISCUSSION DENS

Discussion Dens will have a table for the speaker and theater chairs for 40 to 50 people in each session.

**1. 'M.O.M.S.' Magic: How to Conjure Prenatal Support
and Patient-Centered Education Through a Low-Cost
Service-Learning Program**

Sydney Hartsell, BA; Bryna Harrington, BA;
Gina Phillips, BA; Melissa Hoskins, BA;
Alice Chuang, MD, MEd; Sarah K. Dotters-Katz, MD

Following this session, the involved learner should be able to:

- Discuss the major elements of a longitudinal mother-medical student partnering program that supports prenatal patients and develops student empathy.
- Describe how to initiate this program model at one's own institution.
- Identify challenges in program implementation and describe problem-solving strategies based on local experience.



2. Supporting Trailblazers: Ensuring Success for Underrepresented Minority (URM) Trainees

Carol Major, MD; Sara Whetstone, MD;
Amy M. Autry, MD; Lauren Yu, MD; Zoë Julian, MD,
MPH; Melissa Perez, MD

Following this session, the involved learner should be able to:

- Discuss the unique challenges faced by URMs in medical school and residency.
- Discuss mistakes/missteps that should be avoided by the medical schools and programs with regard to working with URMs.
- Explore different strategies that can be utilized to increase the success of URMs in medical school and residency training and to increase the likelihood of retention of URMs in residency and beyond.

3. ACGME & Self-Study: Tips in Navigating the New Sea of Program Evaluation

Maureen E. Farrell, MD

Following this session, the involved learner should be able to:

- Understand the elements and timeline for the Self-Study and 10-year Self-Study Visit.
- Utilize ACGME's eight-step preparation plan for the Self-Study.
- Use the tools and tips given for completing elements of the Self-Study, using items of your Annual Program Evaluation.

4. Centering Pregnancy as a New Paradigm to Improve Prenatal Care Education for Residents

Deborah Landis Lewis, MD; Johnna Nynas, MD;
Bryan Popp, MD; Chelsey Caley, LMSW

Following this session, the involved learner should be able to:

- Understand the model of group prenatal care, describe benefits and challenges of Centering Pregnancy in a resident continuity clinic and use the tips given to combat barriers to implementation.

5. Deconstructing Skills and Providing Feedback: The Conscious Competence Model

Robert F. Flora, MD, MBA, MPH

Following this session, the involved learner should be able to:

- Assess their approach to teaching difficult surgical skills.
- Utilize the conscious competence learning model to assess their learners.
- Deconstruct a basic surgical task, and then teach it.
- Provide feedback.

6. Bringing out the Advocate in Us All: Building a Resident Advocacy Curriculum

Evelyn Hall, MD; Maura Quinlan, MD, MPH;
Susan Gerber, MD, MPH

Following this session, the involved learner should be able to:

- Discuss the importance of advocacy in medical training.
- Review practical ideas and concepts for incorporating advocacy into a medical training program.
- Explore and practice legislative advocacy.
- Identify existing advocacy resources in each state.

7. #Malignant: What Students Know About Your Program That You Don't

Emily Jacobs, BS; Patrick Ramsey, MD, MSPH;
Sarah M. Page-Ramsey, MD

Following this session, the involved learner should be able to:

- Identify the various online resources that medical students use to search residency programs.
- Describe what information medical students look for when browsing a residency program website.
- Identify ways residency programs can help improve their online presence in order to attract potential residency applicants.

11:45 AM–12:45 PM

CONCURRENT SESSIONS

BREAKOUT SESSIONS

1. Dialogue with the Residency Review Committee for Obstetrics and Gynecology (RRC)

Jessica L. Bienstock, MD, MPH; Jenny Campbell, MA

2. Dialogue with the CREOG Education Committee

CREOG Education Committee Chair and members

3. Behind Closed Doors: Teaching Learners to Address Intimate Partner Violence

Nisha Verma, MD; Celeste Royce, MD;
Laura Dodge, ScD, MPH

Following this session, the involved learner should be able to:

- Understand the limitations of training regarding intimate partner violence (IPV) and sexual assault (SA) that is currently being used for students at many medical schools.
- Work in small groups to develop approaches to teaching students interview techniques for addressing IPV and SA.
- Gain the tools required to develop more effective and interactive curricula to better prepare students to address IPV and SA in the course of providing clinical care.

(Breakout Sessions continued on Page 10)



4. **From Burnout to Resilience: Promoting a Culture of Help-Seeking and Self-Care**

Johanna Von Hofe, MD

Following this session, the involved learner should be able to:

- Define the role that burnout plays in medical training across the continuum.
- Identify common stressors that undermine learner wellness and resilience.
- Describe institutional strategies that impart learner skills at self-modulating stress and fostering wellness.
- Explore strategies to enhance the learning environment and promote learner wellness.

5. **Casting a Spell to Innovate Simulation Debriefing and Feedback**

Sara C. Wood, MD, MHPE; Rajiv Gala, MD;
Sue Moore, MD

Following this session, the involved learner should be able to:

- Provide a framework for comprehensive simulation curriculum design.
- Distinguish utilization of checklists versus global rating scales in simulation assessments.
- Describe best practices in simulation debriefing, including establishing a learner-centered environment, leading the debriefing and engaging other faculty and learners to participate.

DISCUSSION DENS

Discussion Dens will have a table for the speaker and theater chairs for 40 to 50 people in each session.

1. **Multi-Institutional Longitudinal Educational (MILEstone) Sites for Fourth-Year Ob-Gyn Boot Camp**

Nuzhath Hussain, MD; Sarah Wagner, MD;
Julia Switzer, MD; Kara Bos, MD; Sabrina Holmquist, MD; Tamika Alexander, MD

Following this session, the involved learner should be able to:

- Develop an understanding of the Preparation for Residency curriculum developed by APGO/CREOG Joint Task Force for Resident Preparation.
- Develop an understanding of Level 1 Milestones and their importance in determining competence of fourth-year medical students.
- Develop an understanding of curriculum development and measurement.

2. **Practical Considerations for Optimal Incorporation of Interprofessional Learners in Ob-Gyn Residency and Medical Student Training**

Amy M. Autry, MD; Kim Dau, CNM, MS;
Suzanne Shores, CNM, MSN; Gabriella Gosman, MD;
Wenjia Zhang, MD; Rebecca Waltner-Toews, MD

Following this session, the involved learner should be able to:

- List the benefits of interprofessional education.
- Discuss the differences in scope of care of midwives compared to physicians.
- Describe collaborative physician/midwifery practices.
- Discuss practical considerations for optimal incorporation of interprofessional learners in obstetric care.

3. **Innovating Wellness: Practical Tools for Implementing or Enhancing a Wellness Program in Your Residency Program**

Jody Stonehocker, MD; Peter Jeppson, MD

Following this session, the involved learner should be able to:

- Explain the importance of developing a wellness program for residents.
- Describe key steps to starting a wellness program, including finding partners and developing activities on a budget.
- Gain the skills needed to study results of your wellness program and refine interventions, including specific validated tools.

4. **Presto! Formative Evaluations Made Simple: Meeting the Challenge of Providing Immediate Useful Feedback**

Stephanie Mann, MD; Nathalie Feldman, MD

Following this session, the involved learner should be able to:

- Access and complete formative evaluations that are simple and user-friendly for all faculty and residents.
- Access templates for 21 formative evaluations that can be used immediately for on-the-fly resident evaluations for all 28 milestones.
- Construct a milestone map that clearly demonstrates how formative evaluations in your evaluation system feed directly to all milestones.



5. The Future of Decentralized Medical Student Education: Looking Beyond the Ivory Tower

Whitney Hiatt, MBA; Vicki Mendiratta, MD

Following this session, the involved learner should be able to:

- Define the infrastructure required for successful decentralized clinical education.
- Develop educational equivalence across multiple clerkship sites.
- Discuss both pros and cons of such an expansive educational enterprise.

12:50 PM–1:50 PM

LUNCHEON MEETINGS

MEDICAL STUDENT EDUCATORS' LUNCHEON

The Five Love Languages

Gary Chapman, PhD

Following this session, the involved learner should be able to:

- Identify the five love languages.
- Identify their primary love language and that of others.
- Enhance the emotional climate in relationships with family, staff and patients.

CREOG REGIONAL LUNCHEONS

Region 1–Karen E. George, MD (Election)

Connecticut, Maine, Massachusetts, Newfoundland, New Hampshire, New York, Nova Scotia, Quebec, Rhode Island, Vermont

Region 2–Peter F. Schnatz, DO

Delaware, Indiana, Kentucky, Michigan, New Jersey, Ohio, Ontario, Pennsylvania

Region 3–Robert V. Higgins, MD (Election)

District of Columbia, Florida, Georgia, Maryland, North Carolina, Puerto Rico, South Carolina, Virginia, West Virginia

Region 4–Phillip N. Rauk, MD (Election)

Alabama, Arkansas, Illinois, Iowa, Kansas, Louisiana, Manitoba, Minnesota, Mississippi, Missouri, Nebraska, Oklahoma, Tennessee, Texas, Wisconsin

Region 5–Seine Chiang, MD (Election)

Alberta, Arizona, Armed Forces District, British Columbia, California, Colorado, Hawaii, Nevada, New Mexico, Oregon, Utah, Washington

1:50 PM–2:30 PM

DESSERT AND NETWORKING BREAK

Exhibits and Posters



2:40 PM–3:55 PM

ABSTRACT PRESENTATIONS

GROUP 1

- The Decline in Attitudes Toward Physician-Nurse Collaboration from Medical School to Residency**
Samantha Kempner, MD
- Divergent Perceptions of Gender Interactions in a Medical Teaching Environment**
Alexandra Matthews, MD
- The Rate of Medical Student Mistreatment in Clinical Clerkships: The Impact of Increasing Awareness**
Alexandra Scheffer, MS4
- Is Night Float a Poison Apple to Shelf Exam Performance? Evaluating the Impact of Night Float During the Last Week of the Clerkship on Shelf Examination Score**
Laura Baecher-Lind, MD, MPH
- Examining Unprofessional Behavior in the Ob-Gyn Clerkship: A Qualitative Study of Essays Written by Students**
Katie Lackritz, MD

GROUP 2

- Creating a Sustainable Ob-Gyn Residency in a Resource-Limited Country Improves Maternal Health Outcomes**
Lindsey E. Zamora, MD
- Training and Knowledge of Transgender Health Among Obstetrics and Gynecology Residents**
Kyle C. Bukowski, MD
- Sustainable Global Health Education in Obstetrics and Gynecology: Meeting the Administrative Demands**
Chadburn B. Ray, MD
- SUGAR in Ob-Gyn: A Multi-Institutional Collaboration to Develop Cases for Simulation Use for Global Away Rotations (SUGAR)**
Mary B. Rysavy, MD
- Evaluation of a Case-Based, Community-Engaged LGB-TGNC Health Training Module for Trainees in Obstetrics and Gynecology**
Pooja Mehta, MD, MSHP



GROUP 3

- A. **Engaging Residents in Quality Improvement: A Multidisciplinary Collaboration to Decrease the Primary Cesarean Section Rate at a New Academic Medical Center**
Liliana Padilla-Williams, MD
- B. **An Inanimate Major Vascular Injury Simulation Is as Realistic and More Feasible Than the Porcine Model**
Magdy Milad, MD
- C. **Resident Training in Hysterectomy and Patient Morbidity: Interrogating the Association**
Divya K. Shah, MD, MME
- D. **Improving Interprofessional Communication Utilizing Obstetric Simulation Training**
Jennifer K. Durst, MD
- E. **Entrustability in the OR: How Expert Gynecology Surgeons Assess Residents' Readiness for Autonomy**
Xiaodong (Phoenix) Chen, MS, PhD

GROUP 4

- A. **Single-Facilitator Case-Based Learning as an Alternative to a Didactic Curriculum in the Obstetrics and Gynecology Clerkship**
Lauren Potts, MD
- B. **Obstetrical Skills Competency Curriculum for Residency Preparation**
Emily K. Marko, MD, CHSE
- C. **Preparing Fourth-Year Medical Students to Collaborate with Nurses: An Innovative Paging Curriculum**
Emma Lawrence, MD
- D. **The Impact of a Postpartum Rounding Video Module on Medical Student Learning During the Obstetrics and Gynecology Core Clerkship**
B. Star Hampton, MD
- E. **The Innovative Use of a Paging Simulation to Assess Professionalism and Communication Competencies**
Carrie Bell, MD

GROUP 5

- A. **DREAM: Empowering Preclinical Students with Labor Support Training**
Hannah Shakartzi, BA
- B. **An Educational Intervention to Improve HPV and Cervical Cancer Knowledge Among African-American College Students**
Jeanine Staples, MD
- C. **Medical Students Can Improve Health Literacy: Training Students to Educate Patients About Obstetric Venous Thromboembolism Prophylaxis**
Molly Siegel, MD
- D. **Behind the Curtain: What Makes the Land of Ob-Gyn Appealing to Our Students**
Isabel Green, MD
- E. **Using Interprofessional OSCE-Based Simulation Collaboration to Teach Obstetrics to Second-Year Medical Students**
Berg Jordan, MS4

4:00 PM–5:00 PM

CONCURRENT SESSIONS

CREOG & APGO FILM FESTIVAL

Moderators: Christopher Morosky, MD;
Meg O'Reilly, MD, MPH

1. **A How-To Guide for Residents: Vacuum-Assisted Vaginal Deliveries**
Kelsey Rose, MD; Aparna Sridhar, MD, MPH
2. **How to Succeed on Labor and Delivery: A Student-to-Student Guide for the Ob-Gyn Clerkship**
Meg O'Reilly, MD, MPH; Michelanne Shields, MS3;
Chris Chapman, MS3
3. **Shoulder Dystocia Simulation**
Emily Marko, MD, CHSE; Leah Towarnicky, BS
4. **Caring for the Caregiver: Psychological First Aid for the Ob-Gyn**
Nancy Lynch, MDiv, MBA, BCC; Kimberly Gecsi, MD



BREAKOUT SESSIONS

1. **Multi-Act Simulation Magic Show: Improving Patient Safety in Postpartum Hemorrhage**

Emily K. Marko, MD, CHSE; Bruce Patsner, MD, JD, FACS; David Downing, MD; Francine McLeod, MD; Nadine Hammoud, MD; Kelsey Nieves, BA

Following this session, the involved learner should be able to:

- Design and implement their own multi-station postpartum hemorrhage curriculum for their learners using multiple low-tech simulation devices for skills training, scenarios for clinical management training and teamwork and communication concepts in rapid-response training.

2. **Hakuna Matata: How the Laborist Care Model Will Take All of Your Worries Away!**

Julie Zemaitis DeCesare, MD; Laurie Swaim, MD; Suzanne Bush, MD, NCMP

Following this session, the involved learner should be able to:

- Understand the impact of different laborist models on UME and GME.
- Understand the differences in traditional in-house faculty coverage, pure laborist care modes and integrated models in which both elements are blended.
- Have knowledge on the financial aspect of the program, including startup costs and return on investment.

3. **Professor-Land of Tomorrow: How to Navigate Academic Promotions and Build a Successful Career in Medical Education**

Marjorie Greenfield, MD; Sandra Dayaratna, MD; Patricia Huguelet, MD; Lee A. Learman, MD, PhD

Following this session, the involved learner should be able to:

- Better understand the promotions process at North American academic medical centers.
- Identify unique aspects of the promotions system at your home institution.
- Assess your current position along the promotion path and develop a timeline.
- Enumerate steps and tools to improve the likelihood of success in an academic career.

4. **A Curricular Antidote to EHR Poison: A CQI Project Addressing the Challenge of Getting Students Ready to Document in Residency and Beyond**

Angela Dempsey, MD, MPH; Krista Wagoner, MD; Ashlyn Savage, MD, MSCR

Following this session, the involved learner should be able to:

- Discuss the new LCME standard to incorporate continuous quality improvement into medical education
- Outline Entrustable Professional Activity 5: Document a clinical encounter in the patient record

- Consider tailored local applications of our CQI project to increase both the proportion of students receiving feedback on clinical documentation and the proportion of students who rate that feedback as helpful in developing their clinical skills in the age of the EHR

5. **Works Like Magic: Improving Resident Evaluations Through an Entrusted Professional Activity (EPA) Based Evaluation System**

Isaiah M. Johnson, MD; Amanda Murchison, MD

Following this session, the involved learner should be able to:

- Identify challenges in implementing evaluation systems that can be mapped to milestones.
- Create an Entrusted Professional Activity and map the activity to individual ob-gyn milestones.

6. **Use of Cumulative Summation in the Teaching and Assessment of Procedural Skills**

Joshua Nitsche, MD, PhD; Brian Brost, MD

Following this session, the involved learner should be able to:

- Grasp the key concepts of the cumulative summation (CUSUM) method.
- Summarize the literature that exists regarding the use of CUSUM in medical training across the continuum.
- Identify common stressors that undermine learner wellness and resilience.
- Describe institutional strategies that impart learner skills at self-modulating stress and fostering wellness.
- Explore strategies to enhance the learning environment and promote learner wellness
- Properly interpret a CUSUM graph.
- Incorporate cumulative summation analyses into procedural training as a way to both teach and assess trainees simultaneously.

5:15 PM–7:15 PM

APGO ANNUAL REUNION BASH

Windermere Foyer

Join your colleagues, friends, APGO leaders and APGO program alumni at the APGO Annual Reunion Bash. Reconnect and have some fun networking before you head out for dinner that evening. The event will feature light hors d'oeuvres and cocktails. Your first drink is on us! Back by popular demand will be the famous APGO Wine Grab and Raffles. The first 25 guests to arrive will also receive a free gift. Tickets are \$60 per person.

Register Now! Visit www.apgo.org/caam





**FRIDAY, MARCH
10, 2017**

7:00 AM–8:00 AM

FOCUS BREAKFASTS

A Magical Innovation: Development, Implementation and Results from the CREOG and APGO Joint “Step Up to Residency” Program

Sarah M. Page-Ramsey, MD; Scott Graziano, MD, MS;
Randal Robinson, MD; Amanda Murchison, MD

Following this session, the involved learner should be able to:

- Gain an understanding of the process of developing a national course for preparation for ob-gyn residency training.
- Gain an understanding the implementation, successes and challenges associated with development of a national course for preparation for ob-gyn residency training.
- Review faculty and student perspectives on the course.

CUCOG BREAKFAST

Promoting Diversity, Equity and Inclusion: The Impact on Our Field

Daniel Clarke-Pearson, MD; Marcela Del Carmen, MD, MPH; Andrea Jackson, MD, MAS; Timothy Johnson, MD, AM

Following this session, the involved learner should be able to:

- Understand the importance of diversity, equity and inclusion as it relates to women's health care.
- Improve departmental and institutional ability to teach and mentor its workforce to develop and maintain a diverse, equitable and inclusive environment.
- Understand what novel opportunities exist to promote diversity, equity and inclusion in women's health care at both the departmental and institutional levels.

RESIDENT/MEDICAL STUDENT BREAKFAST

A How-To Guide for Implementing a Student-to-Student Mentorship Program in Your Very Own Medical School

Anna Fleischman, BS; Jacqueline Lee, MD;
Alexander Plattner, BS; Erin Malloy, MD;
Sarah K. Dotters-Katz, MD

Following this session, the involved learner should be able to:

- Describe key concepts of student-to-student mentoring.
- Discuss components for starting and maintaining a student-to-student mentoring program.
- Discuss how to use a student-to-student mentorship model for specific specialty interest groups.

GENERAL SESSION

Moderator: Steven E. Swift, MD | APGO Program Chair

8:15 AM–9:15 AM

APGO Business Meeting

Roger Smith, MD, APGO President

Maya Hammoud, MD, APGO Secretary-Treasurer

Donna D. Wachter, Executive Director

APGO Development Committee Report

Nadine Katz, MD, Development Committee Chair

APGO Undergraduate Medical Education Committee Report (UMEC)

Archana Pradhan, MD, UMEC Chair

APGO Technology Committee Report (TC)

Breton Barrier, MD, APGO TC Chair

9:30 AM–10:45 AM

CONCURRENT SESSIONS

ABSTRACT PRESENTATIONS

GROUP 1

A. Making Magic with Interprofessional Education: A Three-Year Experience

Sarah Appleton, MD

B. Education on the Go: Studying the Use of Podcasts in Resident Education

Samantha De Los Reyes, MD

C. Interdisciplinary Flipped Classroom: Methods and Modules

Alexandra Bullough, MD

D. The FLAME Initiative: “Five-Minute Lectures Accelerating Medical Education” Empowering Resident Teaching

Jonathan Steller, MD

E. Teaching Vaginal Hysterectomy: Low Fidelity Trainer Provides Effective Simulation at Low Cost

Bunja Rungruang, MD

GROUP 2

- A. **Interdisciplinary Obstetric Simulation for Common Obstetric Emergencies**
Jennifer K. Durst, MD
- B. **Post-Call Faculty Work Restriction: A Balance Between Patient Safety and Physician Workload and Satisfaction**
Tuan Dinh, MD
- C. **Residents as Teachers: Analysis of Performance on End-of-Clerkship Questionnaire and Correlation with Graduation Questionnaire Outcomes**
Ian Waldman, Resident Y3
- D. **Avoiding Poison Apples in the Land of Tomorrow: Patient Satisfaction with Residents Versus Non-Physician Providers in an Obstetrics and Gynecology Academic Medical Center Practice**
Adrianne Dade, MD
- E. **Abortion Training in U.S. Obstetrics and Gynecology Residency Programs**
Jody Steinauer, MD, MAS

GROUP 3

- A. **An Eight-Week Mindfulness-Based, Stress-Reduction Course for Ob-Gyn Residents: A Pilot Study**
Erin Cavanaugh, MD
- B. **Resident Wellness Initiative to Reduce Burnout and Mitigate Stress**
Brian Wagner, MD
- C. **Teaching the Unteachable: Educating Obstetrics and Gynecology Residents About the Patient Experience of Stillbirth**
Emily Fay, MD
- D. **West Virginia University's Department of Ob-Gyn Resident Resiliency Curriculum: A Focus on Well-Being**
Elizabeth Cohen, LICSW
- E. **Operative Learning Needs and Preparation for the Gynecologic Operating Room: A Comparison Between Junior and Senior Residents**
Sara C. Wood, MD, MHPE

GROUP 4

- A. **Are We on the Same Page? A Multi-Institutional Evaluation of Faculty and Resident Training Needs**
Kelli M. Braun, MD
- B. **Willing and Able: A New Model for Resident Research**
Nora M. Doyle, MD, MPH, MSc

- C. **Describing Surgical Skills Progression with MyTIPreport—A Multi-Center Trial: What Do We See and Is There Construct Validity?**
AnnaMarie Connolly, MD
- D. **A Comparative Analysis Using Endoscopic Simulation to Assess Surgical Skill of Ob-Gyn Residents**
Jhonathan Duarte, MD
- E. **Establishing Extrapolation Evidence for the MyTIPreport Feedback Application Using a Contemporary Validation Approach**
Christopher DeStephano, MD, MPH

9:30 AM–10:45 AM

CREOG & APGO FILM FESTIVAL SESSION

Moderators: Christopher Morosky, MD;
Meg O'Reilly, MD, MPH

- Fetal Head Position**
Christopher Morosky, MD
- How to Succeed in the OR: A Student-to-Student Guide**
Meg O'Reilly, MD, MPH; Leigh Hess, MS4;
Scott W. Hoffmann; MS4
- Budget Amniotomy and FSE Placement**
Meshell Stokes, MS4; Brad Leath, MD
- Teaching Locally, Thinking Globally: Simulation in the Global Context**
Sandolsam Cha, MD, Resident; Kari Plewkiak, MD,
Resident for Melissa Peskin-Stolze, MD

10:45 AM–11:30 AM

REFRESHMENT AND NETWORKING BREAK*Exhibits and Posters*

11:35 AM–12:15 PM

GENERAL SESSION**JOINT CUCOG/CREOG/APGO SESSION****Cultural Humility and Competence: Training and Its Impact on Health Disparities**

Maya Hammoud, MD; Aviva Lee-Parritz, MD;
Veronica Mallett, MD, MMM

Following this session, the involved learner should be able to:

- Understand how cultural humility can alter health disparities.
- Understand what is presently being done to teach and develop cultural humility as it relates to diminishing health disparities in ob-gyn.
- Understand potential training and evaluation strategies in cultural humility, with a focus on curriculum development.

12:30 PM–1:30 PM

CREOG & APGO AWARDS & GRADUATION LUNCHEON

- APGO Lifetime Achievement Award
- APGO Academic Scholars and Leaders Program Graduation
- Award for Programs of Excellence
- Award for best APGO Academic Scholars and Leaders Oral and Poster
- New: Empower CREOG Awards (5)
- CREOG & APGO Abstract and Poster Awards

1:30 PM–2:45 PM

DESSERT AND NETWORKING BREAK

Exhibit and Posters

3:00 PM–4:00 PM

BREAKOUT SESSIONS

1. Avoiding Poison Apples: LCME 2017—Strategies to Maintain Compliance

Barbara Barzansky, PhD, MHPE; Samantha Buery-Joyner, MD; Scott Graziano, MD, MS; Susan Bliss, MD

Following this session, the involved learner should be able to:

- Discuss the LCME standards and elements effective for the 2016–2017 academic year.
- Discuss commonly cited accreditation standards relevant to clerkship and educational dean leadership.
- Review specific case examples with the panel and discuss best practices for addressing these challenges.

2. MERSQI, Me. Is That What They're Looking For?

Roger Smith, MD; Lee A. Learman, MD, PhD; Hope A. Ricciotti, MD

Following this session, the involved learner should be able to:

- Describe the role that checklists and guidelines can play in designing educational projects.
- Effectively use the MERSQI guidelines to evaluate published educational research.
- Develop a strategy to carry out and publish meaningful research that will advance medical education.

3. Bridging the Gaps Between Fellowship and Residency—Optimizing Your Resources—COFTOG

Brian Brost, MD; Sylvia Botros, MD; Carrie Bell, MD

Following this session, the involved learner should be able to:

- Review areas where administrative responsibilities for fellowship and residency cross, complement or are not congruent.

- Identify institutional and human resources and discuss ways to use them.
- Provide options for efficiency as a coordinator of multiple fellowships.

4. Low-Tech, High-Fidelity Models for a Robust Ultrasound Simulation Curriculum

Meg O'Reilly, MD, MPH; Scott W. Hoffmann, MS4; Leigh Hess, MS4; Sylvia Peterson-Perry, MS4; Alia Martin, RDMS

Following this session, the involved learner should be able to:

- Demonstrate the utility of inexpensive and novel models for simulation of basic obstetric and gynecologic ultrasound procedures made from readily available materials.
- Learn construction of the models and review implementation of skills training using the models with rising ob-gyn interns and medical students interested in careers in ob-gyn.

5. Though the Looking Glass: Enchanting Your Medical Students with Flipped Classrooms, Team-Based Learning and Clinical Opportunities Focused on Family Planning

Jody Steinauer, MD, MAS; Sheila Mody, MD, MPH; Abbey Hardy-Fairbanks, MD; Deborah Bartz, MD, MPH

Following this session, the involved learner should be able to:

- Create and implement flipped-classroom and team-based learning curricula in family planning didactic sessions.
- Integrate family planning clinical experiences in your clerkship.
- Create a popular sub-internship in family planning.

4:00 PM–5:00 PM

CONCURRENT SESSIONS

CREOG & APGO FILM FESTIVAL SESSION

Moderators: Christopher Morosky, MD; Meg O'Reilly, MD, MPH

1. Which Forceps?!

Sarah Cigna, MD, MS; Nancy Gaba, MD; John W. Larsen, MD

2. Colposcopy: A Model for Resident Teaching

Rosemary Sousa, MD; Laurian S. Roediger, MD

3. Counseling and Educating Patients About Venous Thromboembolism Prophylaxis

Molly Seigel, BA; Natalie Tukan, BS; Jodi Abbott, MD

4. Punch Biopsy of the Vulva: Teaching Technique and Common Errors

Nancy Fang, Resident, for Tyler Muffly, MD, FACS

CONCURRENT BREAKOUT SESSIONS

1. Making the Most of a Meeting: A Metaphor for Mentorship

Lee A. Learman, MD, PhD; Nancy D. Gaba MD

Leaders from the Society for Academic Specialists in Obstetrics and Gynecology (SASGOG), including its current and immediate past president, will guide participants in improving their skills as mentors, using navigation of a national meeting as a metaphor.

Following this session, the involved learner should be able to:

- Increase their awareness of mentorship opportunities associated with national meetings in ob-gyn.
- Introduce concepts of bidirectional and functional mentorship.
- Set goals for guiding protégées through a meeting and mentoring them beyond.

2. Train Today's Residents for Tomorrow in Patient Safety and Quality: Expanding Beyond Lectures with Innovation and Experiences

Amanda Flicker, MD; Timothy Pellini, MD; Daniel Kraus, MD

Following this session, the involved learner should be able to:

- Review the educational requirements as well as the importance and relevance of exposing residents to patient safety education and quality improvement initiatives in the context of current and future health care systems.
- Discuss the available resources from WHO, IHI, Team STEPPS and CREOG that can be used to teach a curriculum of patient safety to residents.
- Consider innovative and experiential ways that residents can be exposed to the elements of patient safety and quality improvement.
- Share our curriculum for patient safety and quality improvement for our ob-gyn residency program, and provide an open forum where others can share their programs and contemplate how to begin, improve or expand their own.

3. The Power of Grit: Are You an Educational Superhero, YET?

Alice Chuang, MD, MEd; Kristopher Kimball, MD

Following this session, the involved learner should be able to:

- Review the theory of GRIT as it applies to success in medical school, residency, fellowship and as a faculty member.
- Learn how to evaluate an applicant's or learner's GRIT.
- Define a growth mindset utilizing the power of "yet" and reveal how one can develop GRIT.

DISCUSSION DENS

Discussion Dens will have a table for the speaker and theater chairs for 40 to 50 people in each session.

1. Abracadabra: Let's Get FIT

Rosa Guerra, MD; Pamela Promecene, MD; Teresa Byrd, MD, MSc, MSCI; Elizabeth Clark, MD; Joseph A. Rodriguez, MD

Following this session, the involved learner should be able to:

- Identify deficiencies or problems within their own institution that provide barriers to wellness.
- Recognize wellness resources that are readily available and execute activities that promote team-building.
- Incorporate educational sessions and physical activities to promote mind, body and spirit wellness.
- Outline and create timelines to implement a wellness program.
- Recruit wellness champions to educate, promote and advertise wellness events.

2. Team Leadership Training in Obstetrics and Gynecology Graduate Medical Education Programs

Nanette Santoro, MD; Meredith Alston, MD; Sarah Appleton, MD; Jane Limmer, MD; Kristina Tocce, MD, MPH

Following this session, the involved learner should be able to:

- Identify the needs of their own learners regarding formal team leadership training.
- Create a roadmap for initiating or developing leadership education specific to their institution's needs.
- Adapt one or more of the presented formal leadership training sessions to implement with their own learners.

3. Poof and Shazam: Magical Elements for Culture Change

Breton Barrier, MD

Following this session, the involved learner should be able to:

- Describe the challenges facing positive culture change within a department, residency program or clerkship.
- List tools and methods that can be employed to affect positive culture change.
- Leave the session encouraged and equipped to begin the culture change process in their own program.

4. Developing Yearly Simulation Training Modules of Rare Events for Residents in Ob-Gyn

Saifuddin T. Mama, MD, MPH, FACS, FPMRS; Kathleen Schaeffer, DO

Following this session, the involved learner should be able to:

- Utilize a range of topics and training modules for simulation training of ob-gyn residents in responding to both rare and common events.





5. Interprofessional Education Training—Bringing Together Different Perspectives

Melissa D. Mendez, MD; Scott Crawford, MD; Sanja Kupesic, MD, PhD

Following this session, the involved learner should be able to:

- Identify groups and training needs for improvement in interprofessional collaboration at your institution.
- Describe tools and techniques to facilitate disparate groups to be able to participate in a large-scale training.
- Integrate educational tools, resources and equipment to best match your educational goals.

5:15 PM–7:15 PM

REJUVENATE, INVIGORATE, CELEBRATE

JOINT CREOG & APGO FUNDRAISER

Garden Terrace

Join APGO and CREOG at their first joint fundraiser. RSVP “YES!” to show your support and passion for women’s health education. Get up and move after a long day in meetings. Celebrate your friendships—old and new. This event will feature **music**, **fitness**, **light snacks** and **special cocktails** with a **healthy twist**. The online Silent Auction will close at this event. Tickets are \$60 per person.



SATURDAY, MARCH 11, 2017

7:00 AM–7:30 AM

CONTINENTAL BREAKFAST

7:35 AM–9:00 AM

TRANSITION TO RESIDENCY: EDUCATION AND SIMULATION WORKSHOP

(Included in the Meeting Registration fee)

8:00 AM–9:00 AM

GENERAL SESSION

Transition to Residency: Education and Simulation

Atul Grover, MD | PhD, Executive Vice President, Association of American Medical Colleges (AAMC)

Learning Objectives:

- Articulate the current challenges and opportunities for programs, schools and students in the transition from undergraduate medical education to graduate medical education.
- Identify tools to improve the transition to residency process for programs, schools, and students.
- Generate new ideas for strategically advising and
- Assessing applicants to residency.

9:00 AM–9:10 AM

BREAK

9:10 AM–10:10 AM

10:15 AM–11:15 AM

11:20 AM–12:20 PM

CONCURRENT BREAKOUT SESSIONS

Participant may attend one session during each time period.

1. Gynecology Simulation

Nancy Gaba, MD; Arthur Ollendorff, MD

2. Obstetrics Simulation

Tamika Auguste, MD; Susan Leong-Kee, MD; E. Britton Chahine, MD

3. Step up to Residency

Sarah M. Page-Ramsey, MD; Scott Graziano, MD, MS; Randall Robinson, MD; Amanda Murchison, MD



9:10 AM–10:10 AM

ADDITIONAL CONCURRENT BREAKOUT SESSIONS

1. Using the Hidden Curriculum for Good Instead of Evil

Jill M. Sutton, MD; Alice Chuang, MD, MEd

Following this session, the involved learner should be able to:

- Define and identify examples of the hidden curriculum.
- List sources of negative hidden curriculum.
- Outline a plan for changing behavior that contributes positively to hidden curriculum.

2. Using Design Thinking to Spur Innovation in Obstetrics

Chitra P. Akileswaran, MD, MBA; Neel T. Shah, MD, MPP; Hope A. Ricciotti, MD; Amy M. Autry, MD

Following this session, the involved learner should be able to:

- Describe the objectives and process behind human-centered design.
- Apply human-centered design thinking to real challenges in obstetrics through interactive methods.
- Incorporate training in ob-gyn to include human-centered design thinking in order to engender innovative solutions that meet the Triple Aim (lower costs, improved quality, better patient experience).

10:15 AM–11:15 AM

ADDITIONAL CONCURRENT BREAKOUT SESSIONS

1. Future Directions: Pioneering a Rural Track Residency in Obstetrics and Gynecology

Ellen Hartenbach, MD; Laurel Rice, MD; John Street, PhD; Jody Lund, MA

Following this session, the involved learner will be able to:

- Discuss key facts concerning the crisis in rural women's health care.
- Describe the essential steps in the development of a rural residency track.
- Identify ways their program might contribute to improving women's health care in rural areas.
- Access key regional and national resources supporting rural health care.
- Network with individuals having similar interests.

2. The Essential Stepping Stone to Publishable Research: Taking a Scholarly Approach to Your Curriculum

Carla Lupi, MD; Margaret McKenzie, MD

Following this session, the involved learner will be able to:

- Identify two different types of publications that can result from curricular interventions: publication for dissemination of the intervention (e.g. MedEd Portal) and publication of evaluation of the intervention (e.g. standard peer-reviewed journals).

- Apply the framework of Glassick's criteria to the development and critical review of learning and assessment tools for publication.
- Use Kirkpatrick's hierarchy to systematically approach options for evaluation of curricular interventions.

11:20 AM–12:20 PM

ADDITIONAL CONCURRENT BREAKOUT SESSIONS

1. Ensuring Comprehensive Family Planning Resident Training at Training Sites That Face Institutional or Local Barriers

Maryam Guiahi, MD, MSc;

Julie Zemaitis DeCesare, MD; Sarah Wagner, MD

Following this session, the involved learner will be able to:

- Describe barriers that programs face to ensuring comprehensive family planning training at sites that have institutional barriers (e.g. faith-based and military hospitals) and/or are located in states with restrictive legislation.
- Incorporate strategies for the implementation of family planning training that have proven effective at other institutions.
- Develop a network of contacts that can assist in facilitation and implementation of training strategies.

2. Using Cloud-Based Applications to Enhance the Learning Experience for Fellows, Residents and Medical Students

Christopher DeStephano, MD, MPH; Diana Cholakian, MD; Melissa Lippitt, MD; Samantha de los Reyes, MD; William Fletcher, MD; Tri Dinh, MD

Following this session, the involved learner will be able to:

- Use a cloud-based surgical video recording application to review the surgical performance of a surgeon performing a simulated procedure.
- Rate the performance of a surgeon performing a simulated procedure using a cloud-based smartphone feedback application.
- Use Google Documents, Google Slides, Google Forms, Google Drive, SurveyMonkey, Blogger, Flubaroo and GarageBand to develop podcasts, presentations, blogs, quizzes and rotation signout documents for fellows, residents and medical students.

Register Now! Visit www.apgo.org/caam





ARCOG

American Residency Coordinators in Obstetrics and Gynecology

CONCURRENT GENERAL SESSION

WEDNESDAY, MARCH 8, 2017

8:00 AM–11:00 AM

NEW RESIDENCY COORDINATORS MEETING

3:00 PM–5:00 PM

ARCOG COUNCIL MEETING

Patti Davison, BGS

THURSDAY, MARCH 9, 2017

2:30 PM–5:30 PM

ARCOG REGIONAL MEETINGS

FRIDAY, MARCH 10, 2017

ARCOG CONCURRENT GENERAL SESSION

7:00 AM–8:00 AM

A MARVEL-ous Team: How to Utilize Teamwork and Respect to Create Women's Health Care Heroes

Stacey Wright-Haviland, MBA; Zachary Kuhlmann, DO

Utilizing a game show theme, we will create a fun, interactive session for Program Directors and Program Coordinators to better understand each other's roles and how to work together to achieve the goals of their department.

8:00 AM–9:00 AM

Teaching Residents to Deliver Five-Star Service

Peter A. Schwartz, MD

The presentation highlights the importance of teamwork in patient care, patient and family satisfaction and, importantly, career satisfaction. It will provide tools to help residents develop their customer service skills—the skills they bring to the team, including patients and families.

9:00 AM–9:30 AM

Q&A WITH ACGME

Jenny Campbell, MA

9:30 AM–10:45 AM

ARCOG BUSINESS MEETING

10:45 AM–11:15 AM

REFRESHMENT AND NETWORKING BREAK

Exhibits and Posters

11:30 AM–12:30 PM

Residency Coordinator Professionalism in Graduate Medical Education

Brian Judge

12:30 PM–1:30 PM

CREOG & APGO AWARDS AND GRADUATION LUNCHEON

1:30 PM–2:00 PM

DESSERT AND NETWORKING BREAK

Exhibits and Posters



MECCOG

Medical Education Clerkship Coordinators

WEDNESDAY, MARCH 8, 2017

11:30 AM–12:30 PM

MECCOG LUNCH AT CLERKSHIP DIRECTORS' SCHOOL

(separate registration and fee required)

THURSDAY, MARCH 9, 2017

8:15 AM–8:30 AM

MECCOG CHAIR WELCOME

L. Renata Vicari, MECCOG Chair

8:30 AM–9:00 AM

MECCOG Ice Breaker

L. Renata Vicari; Lisa Kellett

9:00 AM–10:00 AM

You've Matched! Team Approach to Getting Students to Match Day

Whitney Hiatt, University of Washington; Vicki Mendiratta, MD, Associate Professor and Clerkship Director

10:00 AM–10:40 AM

REFRESHMENT BREAK

10:45 AM–11:15 AM

Can Mischief Be Managed? A Marauder's Map of a Four-Week Clerkship

Deborah Egger-Smith, University of Minnesota

11:20 AM–12:40 PM

ROUND TABLE SESSIONS

Participants will choose one table for discussion and best practices

1. **The Balanced Coordinator**
Christy Willis, University of Alabama
2. **Building Medical Student Capacity: Tips and Challenges**
Janet Short, University of Wisconsin
3. **Interprofessional Team Work Activities and Documentation**
Moderators: Dawn Watson, Ohio State University, and Julie Lindow, University of San Francisco

4. **Advice to Help Residents Become Great Teachers to Our Students**

Tameka Collins-Ferguson, University of Miami

5. **uWISE Tips and Tricks for Your Clerkship**

Moderator: Cynthia Gentry, University of Missouri–Kansas City

6. **The Resident/Student Relationship: How to Promote a Healthy Environment for All Learners**

Kelsey Nieves, Inova Fairfax Medical Campus

2:30 PM–3:30 PM

Professionalism in Medicine

Patrick Duff, MD, Professor and Associate Dean for Student Affairs, University of Florida College of Medicine

FRIDAY, MARCH 10, 2017

9:30 AM–10:30 AM

Making Decisions: Not as Easy as You Think!

Tod Aeby, MD, MS, Associate Professor, Associate Chair of Education, University of Hawaii John A. Burns School of Medicine

10:45 AM–11:15 AM

REFRESHMENT BREAK

11:15 AM–12:15 PM

Medical Education: The Intersection of Art, Science, Politics and the Beliefs of Society

Mark Di Corcia, PhD, OTR, Assistant Dean for Academic Affairs, Associate Professor of Clinical Biomedical Science, Charles E. Schmidt College of Medicine, Florida Atlantic University

ABOG FELLOWSHIP DIRECTORS/COORDINATORS



THURSDAY, MARCH 9, 2017

11:00 AM–12:30 PM

What to Expect When You Are Expecting (An RRC Site Visit)

Rebecca McAlister, MD; Karen Adams, MD

Having survived the ACGME application process, fellowship PDs and PCs need to begin planning for their initial accreditation site visit. This session will help fellowship programs plan to work with the ACGME academic calendar and data systems and begin gathering data that will be needed at their RRC site visit. The following topics will be reviewed and action plans made to ensure a successful site visit.

1. The ACGME academic calendar will be presented, and the annual WebADS updates questions will be reviewed.
2. The ACGME Resident and Faculty Anonymous surveys will be reviewed, and participants will develop plans to address potential areas of noncompliance.
3. The ACGME Case Log system will be discussed with suggestions for how to ensure accurate and timely reporting by fellows.
4. Collection and organization of evaluation data will be discussed and options for the structure and data management for CCCs and PECs will be reviewed.
5. Mapping of Milestones to goals and objectives and evaluation systems will be discussed.

6. Specifics for planning for the site visit will be discussed, including reviewing and organizing supporting documents, accounting for changes in the program that have occurred since initial application and preparing your faculty and fellows to interact with the site visitor.

12:30 PM–12:50 PM

Q&A

Cathy Cash, ABOG; Rebecca McAlister, MD;
Karen Adams, MD



ACOOG

American College of Osteopathic Obstetricians & Gynecologists

All ACOOG attendees must register for the CREOG & APGO Annual Meeting

FRIDAY, MARCH 10, 2017

8:30 AM–9:30 AM

BREAKFAST (ticket required)

9:30 AM–9:40 AM

WELCOME ADDRESS

Michael Geria, DO | ACOOG Executive Vice President

9:40 AM–10:00 AM

State of the PESC

Patrick Woodman, DO, MS | PESC Chair

10:00 AM–10:45 AM

End-of-the-Year Summary Report

William Bradford, DO | ACOOG Vice President of Education and Evaluation

10:45 AM–11:15 AM

REFRESHMENT AND NETWORKING BREAK

Exhibits and Posters

11:15 AM–11:30 AM

Resident Representative Report

Kurt Peterson, DO | Resident Representative to the PESC

11:30 AM–12:10 PM

How to Integrate OMT into Your Ob-Gyn Practice

Kendi Hensel, DO, PhD | Associate Professor, TCOM,
Associate Editor, JAOA

12:10 PM–12:30 PM

Workshop: Filling out the Osteopathic Recognition Application

Patrick Woodman, DO

12:30 PM–1:30 PM

CREOG & APGO AWARDS AND GRADUATION LUNCHEON

1:30 PM–2:00 PM

DESSERT AND NETWORKING BREAK

2:00 PM–3:00 PM

Single-Accreditation System Transition Update

Mary Joyce Turner, RHIA, MJ | Executive Director,
Review Committee for Ob-Gyn, Ophthalmology, Urology
and the Council of Review Committees

3:00 PM–4:00 PM

Mentoring Your Fellows and Residents in Research

Patrick Woodman, DO

4:00 PM–5:00 PM

Taking Your Fellowship to the Next Level: Transition to Unified Accreditation

Jenny Campbell, MA

Register Now! Visit www.apgo.org/caam



JOINT CREOG & APGO

Fundraiser

FRIDAY, MARCH 10, 2017 • 5:15 PM – 7:00 PM

Rejuvenate, Invigorate, Celebrate

on the Garden Terrace

Join **APGO** and **CREOG** at their first joint fundraiser. RSVP “YES!” to show your support and passion for women’s health education. Get up and move after a long day in meetings. Celebrate your friendships—old and new. This event will feature **music, fitness, light snacks** and **special cocktails** with a **healthy twist**. The online Silent Auction will close at this event. Tickets are \$60 per person.





Association of Professors of
Gynecology and Obstetrics

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