

CREOG & APGO 2016 Annual Meeting
The Big and Not So Ea\$: Today's Challenges in Medical Education
March 2-5, 2016
Hyatt Regency New Orleans
New Orleans, LA

PRELIMINARY PROGRAM

MEETING AT A GLANCE:

WEDNESDAY, MARCH 2

11:30 am – 12:30 pm	MECCOG Lunch at Clerkship Directors' School (\$)
12:45 pm – 2:45 pm	Welcome & Opening Session General Session Presentations
2:50 pm – 3:20 pm	Refreshment/Networking Break
3:25 pm – 4:25 pm	General Session CREOG Chair Address APGO Presidential Address
4:30 pm – 5:30 pm	Breakout Session Discussion Dens
5:30 pm – 7:00 pm	Welcome Reception Exhibits & Posters

THURSDAY, MARCH 3

7:00 am – 8:00 am	Focus Breakfasts (\$) Medical Student Resident Breakfast
8:10 am – 10:45 am	General Sessions
8:25 am – 12:30 pm	MECCOG General Sessions
9:30 am – 3:00 pm	Exhibits & Posters Open
10:00 am – 10:45 am	Refreshment/Networking Break Exhibits & Posters
10:45 am – 12:45 pm	Breakout Sessions

	Discussion Dens
11:00 am – 12:50 pm	ABOG Fellowship Directors & Coordinators Session
12:50 pm – 1:50 pm	Luncheon Meetings
1:50 pm – 2:30 pm	Dessert/Networking Break Exhibits & Posters
2:15 pm – 5:00 pm	ARCOG General Session New Coordinator Session
2:30 pm – 3:30 pm	MECCOG General Session
2:40 pm – 3:55 pm	Abstract Presentations
4:00 pm – 5:00 pm	Breakout Sessions Film Festival
5:30 pm – 7:30 pm	APGO Networking Reception & Fundraiser (\$) The Rampart Room

FRIDAY, MARCH 4

7:00 am – 8:00 am	Focus Breakfasts (\$) ARCOG Focus Breakfast
8:00 am – 9:00 am	ACCOG Breakfast
8:00 am – 11:30 am	ARCOG General Sessions
8:15 am - 9:15 am	General Sessions
9:30 am – 3:00 pm	Exhibits & Posters Open
9:30 am – 10:45 am	Abstract Presentations CREOG & APGO Film Festival
9:30 am – 5:00 pm	ACCOG Concurrent Sessions
9:45 am – 12:15 pm	MECCOG General Session
10:45 am – 11:30 am	Refreshment/Networking Break Exhibits & 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/Networking Break Exhibits & Posters
3:00 pm – 5:00 pm	Breakout Sessions
4:00 pm – 5:00 pm	CREOG & APGO Film Festival Discussion Dens

SATURDAY, MARCH 5

7:00 am – 7:30 am	Continental Breakfast
7:35 am – 9:00 am	General Session
9:00 am – 9:10 am	Refreshment Break
9:10 am – 11:20	Breakout Sessions

MEETING OBJECTIVES

At the conclusion of this program, participants will be able to:

1. Identify new techniques to mentor colleagues, residents and learners in the areas of teaching and research.
2. Develop new skills to recognize and manage burnout among your colleagues.
3. Recognize and develop new ways to enhance the increasing role of community-based physicians in teaching students and residents.
4. Implement Electronic Medical Records into the learning environment.
5. Navigate challenges to academic promotion.
6. Explore means of international educational opportunities in your program.
7. Implement the Milestones into your daily teaching and evaluation.
8. Describe new and innovative simulations to enhance student and resident education.
9. Recognize financial challenges to medical education in today's climate.
10. Develop strategies to deal with dysfunctional behavior.
11. Recognizes compliance challenges in all levels of medical education (medical students, residents, fellows).
12. Describe the ever-changing health care economic environment.

WEDNESDAY, MARCH 2, 2016

GENERAL SESSION

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

12:45 pm

WELCOME & OPENING SESSION

1:00 pm

Curious and Curiouser: Value of GME

Nancy Howell Agee, President and CEO, Carilion Clinic

Précis: This talk will address the strengths and limitations of GME in the post ACA world. How does an academic medical center envelope population health, transparency and per capita cost? Why should leaders embrace changes in GME?

Learning Objectives:

1. Provide an overview of GME in a nontraditional academic medical center.
2. Explore value of GME in the face of upheaval in health care industry.
3. Consider methods to influence CEOs to support GME.

1:45 pm

Warren H. Pearse, MD Lecture

Our New Mandate to Redesign Women's Health Care

Neel Shah, MD, MPP, Assistant Professor, Harvard Medical School

Précis: In 2016, clinicians are facing mounting pressure to deliver better care at lower cost. At the same time, our existing health care systems contain significant lapses that threaten the safety, affordability and experience of care for our patients. This talk will focus on our role in redesigning the health systems we work in.

Learning Objectives:

1. Understand how recent shifts in the health care landscape have altered the professional responsibilities of practicing physicians.
2. Review the attitudes, knowledge and skills our trainees will need in an era of value-based healthcare.
3. Consider the opportunities for frontline clinicians to improve the health systems we work in.

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

Amy (Meg) Autry, MD, APGO President

4:30 pm – 5:30 pm

CONCURRENT SESSIONS

BREAKOUT SESSION

1. The Persistent yet Vital Issue: Strategies to Improve Diversity of Residency Trainees in Academic Medical Centers

Kimberly Sauchak Gecki, MD

Amber A. Bondurant, MD

Précis: In this session, we will review demographics of the US population, diversity within the physician workforce and demographics of populations served by academic medical centers. Then we will examine strategies implemented by the University Hospitals Case Medical Center ob-gyn residency program to improve diversity and brainstorm ideas to improve cultural competency training and diversity. We will also discuss strategies used in the past that worked or did not work, and potential challenges to those strategies.

2. Tips for Conducting Multicenter Medical Education Research

Francis S. Nuthalapaty, MD

AnnaMarie Connolly, MD

Patricia Huguelet, MD

Lee A. Learman, MD, PhD

Sandra D. Dayaratna, MD

Anita Blanchard, MD

Précis: Following a brief introduction, four case scenarios will be presented that address the core learning objectives. Attendees will be provided the opportunity to discuss their approach to the case scenario and then present via dialogue with the panelists. Attendees will be provided with a list of high-quality learning resources that can be immediately applied in developing their research ideas. The session will also be a networking forum for attendees to share ideas and discuss potential research collaborations.

3. Negotiation 101 for Leaders in Medical Education: Get the Support You Need

Laura Baecher-Lind, MD, MPH

Hope A. Ricciotti, MD

Précis: This session will serve as Negotiation 101 for participants. We will review a negotiating style self-assessment tool and a background on negotiation, and attendees will participate in a group activity.

4. Tag Team Teaching: An Innovative Tactic to Prepare Residents for Office Practice

Rini B. Ratan, MD

Devon Rupley, MD

Précis: We will provide an overview of the innovative Tag Team Teaching (TTT) curriculum, including highlights. We will also review evaluations of the curriculum's effectiveness compared to traditional methods of teaching.

5. You Might Not Have Money, But You Have Influence: Jedi Mind Tricks to Engage Your Faculty

Alice W. Chuang, MD
Nikki Zite, MD, MPH
Ashwin Patel, MD

Précis: This highly interactive workshop opens with an assessment of baseline knowledge of persuasive techniques, and continues with a brief presentation on “weapons of influence.” We will provide theoretical background and memorable examples but will focus on practical application. Participants will collaborate and brainstorming with groups to utilize these in the medical education mission. Participants will exchange ideas and provide feedback to each other, and will leave having learned six solid persuasive techniques and return home with concrete, feasible and specific plans for implementation.

6. Journal Watch: Research in Medical Education

Sarah M. Page-Ramsey, MD
M. Laura Hopkins, MD
John L. Dalrymple, MD

Précis: We will provide a statistical overview of all women’s health medical education publications in the past year, the breakdown of topic areas and whether the target audience is undergraduate medical education, graduate medical education or continuing medical education. We will highlight the most influential papers and demonstrate good examples of study designs in educational research that lead to publication. Participants will then interact in small groups to develop collaboration on research projects of similar areas of interest.

DISCUSSION DENS

(Discussions Dens will have a table for the speaker and theater chairs for 20-25 at each station.)

1. Flips and Flops of Low Fidelity Models for Simulation

Kelli M. Braun, MD
Robert David Stager, MD
Chadburn B. Ray, MD
Bunja Rungruang, MD

Précis: Simulation is becoming widely used in ob-gyn residency training. While some commercial products exist for procedures, these can be costly and prohibitive to incorporating simulation into residency training. We present inexpensive and reusable models that can be used to effectively incorporate simulation into residency training.

2. Tout Bagay Anfom? Is Everything Okay? Working with the Challenging Learner

Celeste S. Royce, MD
David Marzano, MD
Katharyn Meredith Atkins, MD
Bri Anne McKeon, MD

Précis: In this interactive workshop, we will review what constitutes a problem learner, how to identify trainees and students who may be struggling, and how to generate effective interventions. Using case studies in small groups, participants will develop

strategies to help struggling trainees at all levels of medical training, and draw on group experiences to develop learner-centered interventions and metrics for determining effectiveness. We will particularly address issues of residents as teachers, and how to support and empower house staff in identifying problem learners and participating in learning interventions. The session will conclude with a summary of best practices derived from the literature and shared participants' experiences.

3. Designing and Implementing an Effective Resident Research Curriculum: The GRASP Model

Stephanie Mann, MD

Nathalie L. Feldman, MD

Précis: This multifaceted research curriculum focuses on the implementation of an eight-hour (two four-hour blocks) focused bootcamp. Integration of this curriculum at the beginning of the academic year allows for residents to connect with research faculty and become familiar with institutional resources available to ensure residents meet their PGY-level specific scholarly project goals and objectives. Participants will be divided into groups and will be encouraged to discuss particular challenges encountered in their program's attempts to provide research opportunities for residents and brainstorm potential solutions that may be offered by incorporating the GRASP curricular framework.

4. Moving Beyond Blackboard: Using Cloud-Based Applications to Enhance the Learning Experience for Residents and Medical Students

Christopher DeStephano, MD, MPH

Jessica L. Bienstock, MD, MPH

Diana Cholakian, MD

William Fletcher, MD

Sam De Los Reyes, MD

Melissa Lippitt, MD

Précis: In small groups, participants will learn about different cloud-based applications from program directors, fellows and residents who have used these applications to enhance learning. Participants are encouraged to bring electronic devices to use the applications for development of educational materials for their institutions.

5. Streamlining Feedback: An Organizer for Collecting and Delivering Comments on Student Performance

Shefali Pathy, MD, MPH

Janice Crabtree, MS

Vrunda B. Desai, MD

Précis: In this session we will provide a brief overview of our processes of collecting feedback and enabling learners and supervisors to solicit and give constructive feedback. We will then use case scenarios to highlight the utility of this instrument. Finally, participants will leave with a sample of our feedback card and a feedback collection form.

6. A Millennial Student's Perspective on the Who, What, Where, and Why of Memorable Medical Education Video Creation

Stevie-Jay Stapler, BS

Chris Chapman, MA

Helen K. Morgan, MD

Précis: During this session we will discuss resources available for video creation and why those resources are better alternatives to PowerPoint narration. We will describe the process used to enlist and empower medical students to create specific videos. Participants will learn about specific ways to thoughtfully connect images, words and sounds in order to maximize the learner's ability to commit a concept to memory. They will then be split into smaller groups, and using one of the memory methods, will design a storyboard video based on the script and memory device, then present their storyboard and describe their creation process. Participants will leave this session knowing ways to get students of all levels involved in the video creation process.

5:30 pm – 7:00 pm

WELCOME RECEPTION

Exhibits & Posters

DRAFT

THURSDAY, MARCH 3, 2016

7:00 am – 8:00 am
FOCUS BREAKFASTS

1. Creating a Tasty Patient Safety Jambalaya for Your Medical Students

Jodi F. Abbott, MD, MCHM

David A. Forstein, DO

Archana A. Pradhan, MD, MPH

Précis: In this session, we will review literature regarding initiatives in patient safety that have been successfully utilized in undergraduate and graduate medical education in three different academic medical centers. We will present materials used to engage students in patient safety activities including M&Ms, reporting of adverse events, safe prescribing, advocating above the hierarchy, fatigue management and transitions in care. Resources and implementation tools will be discussed in order to provide a template for incorporation into educational programs and institutions. Participants will be encouraged to share patient safety teaching tools that they have utilized. Attendees will leave the session with a greater understanding of the opportunities to view medical students as allies in departmental patient safety initiatives.

2. Common Challenges of Community Based Programs: A Collaborative Effort

Karen Raimer, MD

Marilyn Williams Fudge, MD

Précis: Based on round table discussions at previous meetings, we will hold a discussion on how community programs are currently addressing their challenges and how we can promote collaboration between community programs to further our mission. We will develop a committee that will communicate quarterly about our progress.

3. Committee on Fellowship Training in Obstetrics and Gynecology (COFTOG) Breakfast and Business Meeting

Brian Brost, MD

Sylvia M. Botros-Brey, MD

Carrie L. Bell, MD

Précis: This session is the annual business meeting for COFTOG. The minutes from the 2015 annual meeting will be reviewed, and old and new business will be discussed. A large focus will be the ABOG to ACGME transition and how COFTOG may support the fellowships. Future directions for the committee and plans for the upcoming year will be reviewed.

4. Resident/Medical Student Breakfast: The Second Victim

Patrice M. Weiss, MD

Amanda Murchison, MD

Précis: This lecture will describe the potential effects of unanticipated outcomes and medical errors on all providers. We will also discuss coping mechanisms and strategies to help providers deal with these outcomes.

GENERAL SESSION

Moderator: Patrice M. Weiss, MD
CREOG Program Chair

8:15 am – 8:30 am

American College of Obstetricians and Gynecologists (ACOG) Vice President for Education Report

Sandra A. Carson, MD

8:35 am – 8:50 am

American College of Obstetricians and Gynecologists/American Congress of Obstetricians and Gynecologists: Presidential Officers' Report

Mark S. DeFrancesco, MD, MBA, ACOG President

8:55 am – 9:10 am

Junior Fellow Congress Advisory Council (JFCAC) Report

Megan L. Evans, MD, MPH

Précis: Following this presentation, the participants will know the demographics of today's ACOG Junior Fellow and learn about current initiatives and projects of the JFCAC.

9:15 am – 9:30 am

American Board of Obstetrics and Gynecology (ABOG) Report

Larry C. Gilstrap III, MD

Kenneth L. Noller, MD

9:35 am – 10:00 am

Residency Review Committee for Obstetrics and Gynecology (RRC) Report

Jessica L. Bienstock, MD, MPH

Mary Joyce Turner, RHIA, MJ

10:00 am – 10:40 am

REFRESHMENT/NETWORKING BREAK

Exhibits & Posters

10:45 am – 11:45 am

CONCURRENT SESSIONS

BREAKOUT SESSION

1. Teaching the Obstetrics and Gynecology Medical Student in the Operating Room

B. Star Hampton, MD

LaTasha B. Craig, MD

Scott C. Graziano, MD, MS

Précis: This interactive session examines the reasons for having students in the operating room. We will explore challenges to effective operating room teaching before breaking into small groups to develop strategies for overcoming those challenges, and sharing the results. Facilitators will present specific teaching models, and participants

will practice scripts related to the models. Focusing on their strengths and weaknesses as operating room educators, participants will build a teaching toolbox and form a teaching contract with themselves that they will carry out in the operating room.

2. Entrustable Professional Activities (EPAs) in GME: Building the Bridge Connecting Real Time and Real World Practice

Kelly Ann Best, MD

Jeffrey House, DO

Précis: In this interactive session, participants will be introduced to the concept and history of entrustable professional activities (EPAs) in a brief didactic session. After outlining the rationale for using mini EPAs as part of an overall measure of readiness for independent practice for resident trainees, participants will work in small groups to create at least one mini EPA for a resident trainee experience. They will be guided in the process of selecting an appropriate entrustment scale, and then link the elements of their new mini EPA to the Milestones (copy provided) in a large group demonstration of how EPA style assessments can assist the Clinical Competency Committee in their semi-annual work. After this session, participants will be able to construct EPAs at their home programs to connect real-time evaluation with real world performance.

3. An Innovative Approach for Improving Faculty Compliance with Resident Evaluations

Lois E. Brustman, MD

Barbara Deli, MD

Précis: During this breakout session we will share an innovative solution to improve the quality of resident evaluation and faculty compliance in evaluating residents.

4. Breaking Bad News: Teaching Residents How to Communicate Adverse Findings

Niraj Chavan, MD, MPH

Laura Meints, MD, MBA

Précis: This session will attempt to replicate the approach to teaching the delivery of bad news through an introduction to evidence-based methods, using the palliative care model demonstrating the experience through a simulated case-based learning format. Participants will be presented with clinical scenarios and will be encouraged to adopt the presented frameworks for communicating key findings and implications to a patient. Key learning points include how to plan care compassionately for patients with adverse findings, how to communicate these findings and anticipate the grief response, and how to utilize a multidisciplinary, systems-based approach to communicating adverse findings to patients.

5. Pearls from the Oyster Bar: How to Navigate Academic Promotions and Build a Successful Career in Medical Education

Marjorie Greenfield, MD

AnnaMarie Connolly, MD

Patricia Huguelet, MD

Lee A. Learman, MD, PhD

Sandra D. Dayaratna, MD

Anita Blanchard, MD

Précis: Navigating the promotions process can be daunting, especially in non-traditional career paths like medical education. You may have questions about topics including promotions, tenure, mentors and more. This workshop will assist attendees in developing their academic careers and navigating the promotions process. The target

audience is faculty at academic institutions (particularly those who want careers in education) and their academic mentors.

6. Partial Participation and Abortion Training in Residency: A Structure for Optimizing Learning and Clinical Care

Jody Steinauer, MD, MAS

Tanya Ellis Franklin, MD

Colleen P. McNicholas, DO

Précis: Panelists will summarize the data and describe their departments' partial participation policies, including how they introduce the family planning rotation and participation policy during applicant interviews and resident orientation. They will also present their approach to guiding residents in their decisions regarding participation in abortion training before the rotation, and mentoring them during and after the rotation. Presenters will summarize their observations comparing resident teaching outcomes when using a partial participation policy versus an opt-out policy. Lastly, they will review best practices in crafting a partial participation policy that successfully involves learners to their comfort level.

DISCUSSION DENS

(Discussions Dens will have a table for the speaker and theater chairs for 20-25 at each station.)

1. Clay Modeling: A Hands-On Approach to Understanding Pelvic Floor Anatomy

Crystal Brogan, MD

Norman Brest, MD

Précis: Participants will be paired and placed at a station with necessary building materials. A brief introduction will be performed to orient the attendees to the models, materials and corresponding manual. Participants will spend the majority of their time building a portion of the pelvic model. The end of the session will be dedicated to using the models as 3D guides for discussion on common ob-gyn topics, including perineal lacerations, avascular planes and TVT trochar passage.

2. Teaching to Operate: Surgically Focused Residents-as-Teachers Curricula from Three Institutions

Marron Cathleen Wong, MD

Jeannette Lager, MD, MPH

Amy (Meg) Autry, MD

Seine Chiang, MD

Gary N. Frishman, MD

Précis: Given the need for support and instruction on teaching in the OR, our three institutions (Brown University, University of California, San Francisco and University of Washington) have developed Residents-as-Surgical-Teachers (RaST) curricula for ob-gyn residents to improve their surgical teaching skills. These curricula focus on efficiently training residents for teaching within the pace and demands of a surgical specialty.

3. Social Media: A Unique and Evolving Resource for Obstetrics and Gynecology Residency Programs

Adam O'Brien, MD

Veronique Tache, MD

Erica Johnson

Martha Morris

Précis: This session begins with a brief presentation of our department's social media campaign, followed by our residency program's entrance into the social media world. We will review how we updated our websites prior to increasing our visibility using search engine optimization (SEO). From there, we will focus on the steps our residency program has taken to establish a social media presence, with particular focus on the hurdles and challenges we have faced. Throughout the session, we will be posting in real time and highlighting the ease with which we can reach our target using social media.

4. Successfully Mentoring Students Interested in Ob-Gyn: A Comprehensive Career Development Program

Bethany D. Skinner, MD

Helen K. Morgan, MD

David Marzano, MD

Erika Mowers, MD

Maya M. Hammoud, MD

Précis: In this session, we will share the details of our longitudinal mentoring program, which has resulted in increasing medical student interest in ob-gyn residency and high Match success despite the current competitiveness of the NRMP. This mentorship style provides students with guidance spanning all four years of medical school, which helps to encourage support and ob-gyn career development.

5. Assessing Professionalism from All Angles: Integrating a 360-Degree Evaluation into Medical Student Education

Susan Goldsmith, MD

Mallori Kelley

Précis: This session is geared toward medical student clerkship directors and clerkship coordinators in ob-gyn. While 360-degree evaluations have been implemented in resident education, there is limited data on its use in medical student education. This easy-to-implement system will help clerkship directors and coordinators generate more meaningful assessments of students' professionalism, collaborative efforts and communication skills.

6. Building Your Academic Curriculum: Design and Implementation of Resident Academics Based on the CREOG Educational Objectives

Rebecca J. Chason, MD

Scott M. Petersen, MD

Précis: In this session, participants will discuss their program's current academic curriculum and their own future goals. We will describe our evaluation and revision process, and the group will discuss key components of an academic curriculum and how to assess and address the needs of their programs. We will share how we evaluated resident needs and discuss how the faculty was educated about the new format and provided with available teaching resources to aid in lecture development. Participants will leave this session with concrete ideas to assess and revise of their own academic programs.

11:45 am – 12:45 pm

CONCURRENT SESSIONS

BREAKOUT SESSION

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

Jessica L. Bienstock, MD, MPH

Mary Joyce Turner, RHIA, MJ

2. Dialogue with the CREOG Education Committee

May Hsieh Blanchard MD, CREOG Education Committee Chair

CREOG Education Committee Members

3. Designing a Simulation Regimen for Teaching and Assessing Procedural Skills

Joshua Nitsche, MD, PhD

Brian Brost, MD

Elisabeth Codsí, MD

Précis: This session will incorporate short didactic lectures into interactive hands-on simulation using the cervical exam as an example. Using a “train the trainer” model, the course will be geared toward educators seeking to improve the training of procedural skills in their local setting. In small groups, participants will apply the knowledge and skills gained during the session to construct a training regimen of their own.

4. Transforming Difficult Conversations into Effective Approaches for Diversity in Medical Education

Brenda Pereda, MD, MSc

Andrea Jackson, MD, MAS

Margaret Montoya, AB, JD

Learning Objectives: During this session, we will discuss the roles of race and ethnicity on US health disparities, and identify practical approaches to integrate cultural diversity and humility into medical education. After this session, participants will understand the principles of precepting diverse learners utilizing cross-cultural skills.

5. Flipping the Classroom for Medical Students and Residents: Let the Good Times Roll!

Wendy Vitek, MD

LaTasha B. Craig, MD

Précis: This session will begin with the participants completing a mini-flipped classroom curriculum. Participants will then watch a five-minute video as a “pre-classroom” assignment, and will then complete the in-class application of the learned material, which will demonstrate techniques for active case-based learning for a small or large group setting.

DISCUSSION DENS

(Discussions Dens will have a table for the speaker and theater chairs for 20-25 at each station.)

1. Delivering the Incoming Ob-Gyn Intern Through a Milestones-Based Orientation: A Feasible Method to Bring it to Your Program

Sara C. Wood, MD

Robert Casanova, MD

Rebecca S. Stein, MD

Daniel Robinson, MD

Précis: During this session we will describe an innovative ob-gyn intern orientation curriculum that aligns with the Level One Milestones to provide the opportunity to instruct, assess and remediate intern performance prior to residency practice. We will engage the audience to share prior challenges to successful implementation of orientation and provide strategies to overcoming barriers including personnel, timing and resources. We will share tips and tricks to engage and integrate multidisciplinary and interprofessional participation into intern ob-gyn orientation.

2. Scholarly Activity Cultural Change Through Multi-Level Institutional Interventions

Cinna Toy Wohlmuth, MD

Teodocia Maria Hayes-Bautista, RN, MPH, PhD

Michael Jordan, RN, MSN, MBA

Leroy Reese, MD

Précis: This session will use the social-psychological elements of group interaction to emphasize the importance of intentionally addressing the mental models (internal reasoning schemas: knowledge, attitudes and beliefs) of stakeholders in graduate medical education. Through the use of facilitation, the small group will explore the mental models of four types of stakeholders, identifying both resistance and drivers of cultural change to the integration of both scholarly activity and research into clinical practice. The objective of the group discussion is to generate ideas to successfully problem solve.

3. Explore Diversity: LGBTQ-Focused Health Professions Curriculum

Kaitlyn McCune

Abbey J. Hardy-Fairbanks, MD

Colleen K. Stockdale, MD, MS

Précis: This session will provide an overview of the current national climate and recently published AAMC guidelines calling for integration of LGBTQ health care issues in medical education. We will facilitate a discussion regarding specific recent changes in LGBTQ-focused education at the University of Iowa. We will review survey results from second-year medical students and identify strategies and challenges, and identify best practices and action plans.

4. Implementing Low-Cost Electronic Point of Care Evaluations for Milestones: A Year in Review

Melissa S. Wong, MD

Jeanine Staples, MD

Bryna J. Harwood, MD, MS

Précis: This session will describe several unique strategies that our program has employed for resident assessment using the Milestones. These include revisions of the monthly rotation-specific evaluation methods, as well as alterations to the nursing and surgical evaluations. In addition, we will describe the implementation of clinic evaluations, topic presentation evaluations, and Morbidity and Mortality (M&M) presentation evaluations.

5. Quality Improvement Chief: Integrating Residents into QI and Patient Safety Leadership Initiatives

Tirah Louise Samura, MD

Elizabeth Liveright, MD

Michelle J. Sia, DO

Jodi F. Abbott, MD, MCHM

Précis: In this session, we will examine how resident QI leadership can enhance experiential and didactic QI education in residency as outlined in the Clinical Learning Environment Review (CLER). Participants will develop methods to implement resident quality improvement and leadership roles using the QI chief framework, evaluate the current structure for QI education and resources at their institution, and determine the areas that would benefit from resident involvement. Using the QI chief model, we will explore opportunities to get residents involved in PSQI leadership at their institutions.

6. Strategies for Developing and Maintaining an Effective Ob-Gyn Interest Group

Sarah Kathleen Dotters-Katz, MD

Lori Avery

Jane Limmer, MD

Précis: In this session, we will describe key aspects of an ob-gyn interest group curriculum and discuss the central components for starting and maintaining the group. Participants will review strategies for overcoming common challenges pertaining to interest group funding, turnover and energy.

12:50 pm – 1:50 pm

LUNCHEON MEETINGS

Medical Student Educators' Luncheon:

Dike Drummond, MD, CEO, www.TheHappyMD.com

Burnout Prevention & Leadership Development for Physicians

CREOG Regional Luncheons

Region 1 - Karen E. George, MD

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

Region 2 – Peter F. Schnatz, DO (Election)

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

Region 3 – Robert V. Higgins, MD

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

Region 4 – Phillip N. Rauk, MD

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

Region 5 – Seine Chiang, MD

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

1:50 pm – 2:30 pm

DESSERT/NETWORKING BREAK

2:40 pm – 3:55 pm

ABSTRACT PRESENTATIONS

GROUP 1

- a. **How Does the First Clerkship Affect Medical Students' Views of the Relationship Between Physicians and Nurses?**
Helen K. Morgan, MD
- b. **Development of a Medical Student Online Case Study Curriculum: Cases in Obstetrics and Gynecology (COGs)**
Abigail R. Litwiller, MD
- c. **The Labor Games: Teaching Medical Students Obstetrical Skills Using Simulation-Based Training in a Competitive Environment**
Dawn Kalin, DO
- d. **A Regional Resident Readiness Course to Facilitate the Transition from Student to Doctor**
Elise Everett, MD
- e. **A Perceptual Adaptive Learning Module Results in Improved Fetal Heart Rate Categorization**
Melissa S. Wong, MD

GROUP 2

- a. **Impact of an Immediate Postpartum Intrauterine Device Insertion Simulation on Resident and Attending Providers**
Lisa M. Goldthwaite, MD, MPH
- b. **Body of Knowledge: Using Prosections to Teach Pelvic Anatomy in Ob-Gyn Residency**
Andrew S. Lane, MD
- c. **Delivering Bad News in Obstetrics and Gynecology Residency: A Pilot Curriculum to Address Identified Training Gaps**
Jessica Murphy, MD, MPH
- d. **Evaluation of Challenger[®] as an Ob-Gyn Residency Self-Learning Tool**
Janhvi Sookram, DO
- e. **Evaluation of Ethics Education in Ob-Gyn: A Survey of Resident Physicians**
John Byrne, MD, MPH

GROUP 3

- a. **Job Satisfaction Amongst Ob-Gyn and Surgical Residents at an Academic Center**
Juana Hutchinson-Colas, MD
- b. **Impact of Incivility and Self-Compassion on Burnout in Healthcare Workers**
Tamika Latrice Stewart, MD
- c. **Critical Incident Debriefing: Impact of a Teaching Module for Ob-Gyn Residents**
Abigail Stewart Cutler, MD
- d. **An Assessment of Professional Quality of Life and Experience with Critical Incidents Among Ob-Gyn Residents**
Jonathan David Black, MD, MPH

- e. **Narrative Medicine Improves Emotional Exhaustion in Ob-Gyn Residents**
Abigail Ford Winkel, MD

GROUP 4

- a. **Laparoscopic and Robotic Skills Are Transferable in a Simulation Setting: A Randomized Controlled Trial**
Lauren Thomaier, MD
- b. **Resident Education Using a Novel, Low-Cost Postpartum Hemorrhage Simulator with Quantifiable Blood Loss**
Blake Porter, MD
- c. **Retention of Laparoscopic and Robotic Skills Twelve Weeks After Simulation Training**
Megan Orlando, BA
- d. **Do Faculty and Residents Agree on Obstetrics and Gynecology Surgical Training Needs?**
Kelli M. Braun, MD
- e. **Obstetric Hemorrhage: Improving Readiness and Response in a Community Hospital**
Ankita Gupta, MD, MPH

GROUP 5

- a. **Impact of a Resident-as-Teachers Objective Structured Teaching Examination (OSTE) on Medical Student Vaginal Delivery Learning Outcomes**
Francis S. Nuthalapaty, MD
- b. **A Systematic Review of Randomized Controlled Trials in Obstetrics and Gynecology Medical Education**
Ariana Dagdag, BS
- c. **Integrating Basic Science into a Senior Medical Student Residency Preparation Elective**
Anita M. Malone, MD, MPH
- d. **Who Wants to Be an Ob-Gyn: the Role of Blended Learning and Gaming for the Obstetrics and Gynecology Student: A Randomized Trial**
Kimberley Jayne Sampson, MD
- e. **Five Minute Teaching Time Outs: A String of Teaching Pearls**
Silka Patel, MD, MPH

4:00 pm – 5:00 pm

CONCURRENT SESSIONS

CREOG & APGO FILM FESTIVAL

Moderators: Christopher Morosky, MD
Debra Gussman, MD, MBA

1. **Teaching Tip: One Minute Preceptor**
Rini Ratan, MD
2. **Bartholin Cyst: Simulation of Word Catheter Placement and a Novel Technique for Marsupialization**
Jeanine Staples, MD

3. **Laparotomy Simulation Model**
Christopher Morosky, MD
4. **First Trimester Ultrasound: Model Assembly**
Meg O'Reilly, MD, MPH

BREAKOUT SESSION

1. **Master the Family Planning Milestones in Challenging Environments: Turn Adversity into Opportunity!**

Sarah Prager, MD, MAS
Laura MacIsaac, MD, MPH
Nikki Zite, MD, MPH

Précis: After this session, attendees will fully understand the ACGME policy on family planning and elective abortion education and training. We will teach participants to develop and implement a Family Planning Milestone assessment tool to fit different training environments, and to be aware of pending legislation that can compromise access to family planning training. Attendees will learn different models to teach and assess the Family Planning Milestone competencies in a variety of settings, and adopt a structured e-library on family planning curriculum including best practices, policies and procedures, SFP guidelines, and seminal articles. This session will enable participants to take home ideas and implementation strategies for office-based miscarriage care to measure milestone competencies and fulfill many of the ACGME requirements.

2. **Humanities in the Hospital: Art as an Instrument for Contemplation and Compassion**

Whitney Buckman You, MD, MPH
Ashley Nicole Battarbee, MD
Susan Gerber, MD, MPH
Richard Farrell, MAT, MFA
Kristina Wyatt, BS, MA
Rob Bondgren, MFA

Précis: In this session, we will discuss ways to bring various forms of art into a medical training program. Participants will learn the value of art in medical training and explore what can be accomplished in medical student and resident education using art.

3. **It's Not So Easy, But Not Impossible: Teaching and Learning in the Operating Room**

Celeste S. Royce, MD
Malcolm W. Mackenzie, MD
Lucia Renata Vicari

Précis: In this interactive session, we will review, demonstrate and practice teaching skills for the Operating Room, incorporating video presentations of best practice techniques. We will identify the fundamentals of good surgical teaching practices, and review proposed surgical curricula for ob-gyn clerkship students and compare with current Milestones goals for resident learning. Participants will identify areas of overlap in resident and medical student teaching and develop strategies to engage diverse levels of learners in the surgical setting. We will practice teaching technical skills to diverse learners in small groups, and will engage in lively group discussion of successful teaching techniques.

4. **The Big and Not So Easy of Educational Scholarship**

Amy E. Young, MD
Lee A. Learman, MD, PhD
Gary Frishman, MD
Roger P. Smith, MD
Nadine T. Katz, MD
Nancy Chescheir, MD

Précis: During this session, participants will gain an understanding of the most common issues surrounding rejection related to submissions for the supplement to the CREOG & APGO Annual Meeting. We will help attendees develop strategies to improve previous and future submissions to improve acceptance rates

5. We've Got Your Numbers: Facing The Challenge of Accurate Documentation of Resident Procedure Experience

John D. Davis, MD
Julie Zemaitis DeCesare, MD
Kelly Ann Best, MD

Précis: In this session, we will explore the importance of accurate documentation of resident procedure experience, and examine the ACGME rules for residents taking credit for procedures, including the new ACGME guidelines that allow a PGY-4 to claim procedures as a teaching assistant. We will also discuss the ethics of documentation of procedures, and how to ensure timely, complete documentation of procedures performed by residents using reports available in the ACGME case log system. Participants will learn how to enter procedures using the ACGME system, and how to use myTIPreport to document resident competency in performing procedures.

6. Book Club

Being Mortal: Medicine and What Matters in the End

(Note: Participants should read this book for attending the session.)

Author: Atul Gawande

Discussion Leaders: Isaiah Johnson, MD, Amanda Murchison, MD, Eduardo Lara-Torre, MD

Précis: This session is a facilitated discussion of Atul Gawande's recent book *Being Mortal*. We will explore the concepts presented in the book and integration of the ideas into medical education.

5:30 pm – 7:30 pm

APGO NETWORKING RECEPTION & FUNDRAISER

The Rampart Room, 1009 Poydras Street, New Orleans

Join your colleagues and friends at the Rampart Room for a fun networking reception. The event will feature light hors d'oeuvres, wine, beer and spirits from New Orleans. The famous APGO Raffles, Silent Auction and the new "Wine Grab" Raffle will close this event. The first 25 guests to arrive will receive a free gift. Tickets are \$50 or \$100 for the VIP experience option. Purchase five or more tickets at once and receive a group discount.

FRIDAY, MARCH 4, 2016

7:00 am – 8:00 am

FOCUS BREAKFASTS

1. Bringing All Players into the Superdome: Making Interprofessional Education Easy

Sarah M. Page-Ramsey, MD

Margaret L. McKenzie, MD

Abigail Wolf, MD

Précis: This breakfast will begin with an overview of the requirements for interprofessional education (IPE) and the importance of incorporating IPE in undergraduate and graduate medical education. We will review current entrustable professional activities (EPAs) and Milestones as they relate to IPE, and review common barriers and potential solutions to incorporating IPE. We will present examples of successful curricula developed and implemented at three different institutions, spanning undergraduate and graduate medical education in a variety of women's health topics. The specific requirements and challenges encountered in development and implementation will be shared, and we will ask participants to share examples and challenges from their own institutions with the larger group.

2. CUCOG Breakfast: Decreasing Surgical Volumes for Obstetrics and Gynecology Resident Training: What Are Our Options?

Laurel Rice, MD,

Haywood Brown, MD

Dee E. Fenner, MD

Tommaso Falcone, MD

Susan Christine Smarr, MD

Précis: The panelists for this presentation, who are all involved with ob-gyn surgical training, will individually address the past and the future of surgical training, with a particular focus on opportunities for novel approaches. PowerPoint presentations, with all relevant information, will be provided to attendees, and time will be allotted for robust discussion after the presentations.

3. Make It Look Easy: Using a Video Resource to Teach and Assess Root Cause Analysis and Open Disclosure

Jodi F. Abbott, MD, MCHM

Rachna Vanjani, MD

Précis: Participants in this breakout session will watch a video of a medical error, excerpts from the RCA and Disclosure videos, and participate in a model session of a learner's workshop. At the completion of the session, attendees will be able to facilitate this session using the APGO resource at their institutions.

GENERAL SESSION

Moderator: Steven E. Swift, MD
APGO Program Chair

8:15 am – 9:15 am

APGO Business Meeting

Maya M. Hammoud, MD, APGO Secretary-Treasurer
Amy (Meg) Autry, MD, APGO President
Donna D. Wachter, APGO Executive Director

APGO Executive Director's Report

Donna D. Wachter, Executive Director

APGO Development Committee Report

John Fischer, MD, Development Committee Chair

APGO Undergraduate Medical Education Committee Report (UMEC)

John L. Dalrymple, MD, UMEC Chair

APGO Electronic Resources Committee Report (ERC)

Alice Goepfert, MD, ERC Chair

9:30 am – 10:45 am

CONCURRENT SESSIONS

ABSTRACT PRESENTATIONS

GROUP 1

- a. **Ob-Gyn Intern Boot Camp: Educational Outcomes Council for Residency Education in Obstetrics and Gynecology Examinations and Preparedness for Clinical Care**
Mary Claire Haver, MD
- b. **Real-Time Milestone and Surgical Skills Feedback: a Multi-Center Trial of myTIPreport**
AnnaMarie Connolly, MD
- c. **Does an Intensive and Multimodal Intern Boot Camp Prepare Incoming Residents for Level 1 Milestones?**
Monica Jenette Tschirhart, MD
- d. **A Multidimensional Electronic Point-of-Care Evaluation System for Milestones Assessment**
Jeanine Staples, MD
- e. **Preparing for the First Milestone: Room for Improvement?**
Scott E. Jordan, MD

GROUP 2

- a. **Residents' Insight on Student Mistreatment: What We Learned from Our First Action Research Cycle**
Hannah Galey, MD
- b. **Implementation of a Novel iOS Application to Improve Patient Handoffs**
Taylor B. Turner, MD, MS
- c. **Perceived Stress on Labor and Delivery (L&D) During Ob-Gyn Clerkship from Student, Resident and Faculty Perspectives**
Xiaodong Phoenix Chen, PhD
- d. **Tabletop Simulation to Assess Teamwork Competency in Ob-Gyn Resident Candidates**

Mary Ma, MD

- e. **Furthering the Validity of a Tool to Assess Nondirective Pregnancy Options Counseling Skills**

Carla S. Lupi, MD

GROUP 3

- a. **Military Sexual Assault Provider OSCE: Agreement of Self-Reported Assessment and Standardized Patient Evaluation in Medical and Graduate Nursing Students**
Cara A. Lucas, DO
- b. **Training Costs in a Surgical Subspecialty**
Shelley L. Galvin, MA
- c. **Implementation of a Maternal Health Curriculum and Distance-Learning Program in South Sudan**
Cholene Espinoza, MD
- d. **How Does Ob-Gyn Resident Training at Restrictive Faith-Based Institutions Impact Subsequent Provision of Reproductive Healthcare for Women? A Qualitative Analysis**
Jennifer M. Hoover, BA
- e. **Network Analysis of Mentoring: A Tool for the Assessment and Management of Mentoring**
Roger P. Smith, MD

GROUP 4

- a. **A Randomized Trial of Smartphone-Based Quick Response (QR) Evaluations for Ob-Gyn Clerkship: The Medical Instructor Experience**
Nasim Camillia Sobhani, MD
- b. **An Assessment of Knowledge and Comfort Surrounding Pessary Use Among US Ob-Gyn Residents**
Padma Kandadai, MD, MPH
- c. **Surgical Case Logging Habits and Attitudes: A Multi-Specialty Survey of Residents**
Lauren A. Cadish, MD
- d. **Smartphone-Based Quick Response (QR) Evaluations for Residents: What Do Faculty Think?**
Emily Elizabeth Fay, MD
- e. **Peer-to-Peer Interactive Breast Health Training with Simulation: Effect on Medical Student Anxiety and Exam Scores**
Claire Steen, MD

CREOG & APGO FILM FESTIVAL

Moderators: Christopher Morosky, MD
Debra Gussman, MD, MBA

- 1. **A Model for Resection of Endometriosis: A Feasibility Study**
Diana Atashroo, MD

2. **Bartholin Cyst and Abscess: Model for Word Catheter Placement and Cyst Marsupialization**
Meg O'Reilly, MD, MPH
3. **Low-Fidelity Contained Manual Tissue Extraction Simulation for Gynecology Residents**
Christina Saad, MD, MBA
4. **Submucosal Myomas: Basic Principles of Hysteroscopic Resection**
Marianne DiNapoli, MD

10:45 am – 11:30 am

REFRESHMENT/NETWORKING BREAK

Exhibits & Posters

11:35 am – 12:15 pm

JOINT CUCOG/CREOG/APGO SESSION

Abortion Training For Ob-Gyn Residents in the United States

David Chemlow, MD

Dan Clarke-Pearson, MD

Eve Espey, MD, MPH

Tim Johnson, MD

Laurel Rice, MD

Précis: This session will focus on the changes that have occurred in ob-gyn resident surgical training in the last 15 years. This will be followed by a discussion of innovative approaches to enhancing this training. After this session, attendees will understand the evolution of surgical training for ob-gyn residents, the training roadblocks in the current environment and the existing opportunities to enhance surgical training for ob-gyn residents.

12:30 pm – 1:30 pm

CREOG & APGO AWARDS AND GRADUATION LUNCHEON

- APGO Lifetime Achievement Award
- APGO Academic Scholars and Leaders Program Graduation
- APGO Surgical Education Scholars Program Graduation
- Award for Programs of Excellence
- APGO Academic Scholars and Leaders Awards
- CREOG & APGO Abstract and Poster Awards

1:30 pm – 2:45 pm

DESSERT/NETWORKING BREAK

Exhibits & Posters

3:00 pm – 4:00 pm

BREAKOUT SESSION

1. **How to Handle the Cajun Spices: LCME 2016 – New Standards, New Strategies**

Barbara Barzansky, PhD

Scott C. Graziano, MD, MS

Samantha D. Buery-Joyner, MD

Précis: This session will describe how the LCME accreditation standards have changed for the 2015-2016 academic year. The LCME Co-Secretary and Director of Undergraduate Medical Education will present and review the new standards and elements, and identify commonly cited examples of noncompliance. Participants will review specific case examples with the panel and discuss best practices for addressing these challenges.

2. Developing and Encouraging Future Academic Specialists in General Obstetrics and Gynecology: How SASGOG Can Help!

Sarah Appleton, MD

Diana S. Curran, MD

Nancy D. Gaba, MD

L. Chesney Thompson, MD

Précis: In this session, we will review the resources needed to guide students and residents interested in becoming academic specialists in general obstetrics and gynecology. The session will teach participants how to access and utilize SASGOG's new online curriculum and resources, and make interested students and residents aware of the opportunities available through SASGOG.

3. CREOG Education Committee Presents a Committee Opinion on Social Etiquette

Amanda Murchison, MD

Mark B. Woodland, MS, MD

Précis: The first part of the session will review the "committee opinion" on the topic of Social Etiquette, broken down into professional relationships, professional appearance, social media, interviewing and recruitment, teaching, mentoring and evaluating. During the second part of the session, participants will work in groups to address real issues faced by program directors in one of the above-mentioned areas. In the final part of the session, groups will share how they managed the issues and provide feedback to the education committee on additional resources they would like to see developed.

4. A Creative Educational Response to Medical Student Mistreatment Rates

Nathalie Feldman, MD

Judy Lewis, MD

Charmaine Patel, MD

Anne Rich, MD

Hayley Mackinnon, MD

Précis: In this session, we will present the University of Vermont's eight-minute educational film, "Creating a Positive Learning Environment," within the context of other institution-wide initiatives to address learner mistreatment. Then will share their thoughts through audience response technology, on whether or not the four scenarios depicted in the film represent mistreatment. Participants will be invited to discuss their responses to the scenarios and explore the extent to which they recognize the issues being raised by the film at their home institutions. The format of the session is intentionally designed to simulate an interactive Grand Rounds or "Resident as Teacher" didactic presentation in order to help familiarize participants with a model for how a similar curriculum might be implemented at their home institutions.

5. Strategies for Incorporation of Competencies and Milestones into a Well-Oiled Fellowship: Preparing for the ACGME Transition

Brian Brost, MD

Sylvia M. Botros-Brey, MD

Carrie Louise Bell, MD

Précis: This session will begin with a description of the ACGME fellowship structure. Then we will compare the current ABOG fellowship structure with the new structure, highlighting overlap and where ACGME competencies and milestones fit. Participants will divide into three groups by specialty and work through one of the three topics: key portions of the transition, evaluation structure, and residency and fellowship links. The session will conclude with group presentations.

4:00 pm – 5:00 pm

CONCURRENT SESSIONS

CREOG & APGO FILM FESTIVAL

Moderators: Christopher Morosky, MD
Debra Gussman, MD, MBA

1. **Gowning and Gloving for Vaginal Deliveries**
Lauren Carlos, MD
2. **Perineal Laceration Repair Simulation**
John K. Trussell, PGY-4 for Jennifer Bell, MD
3. **10 Step Forceps**
Sarah Cigna, MD
4. **Model for Amniotomy & Fetal Scalp Electrode Placement**
Angela Reyes, MD

BREAKOUT SESSIONS

1. **Let the Good Times Roll: Making Residency Education Fun for All!**

Amy Marie Johnson, MD
Elizabeth Ann Deckers, MD
Ellen Lamb, MD

Précis: In this session, we will help participants to identify areas of their curriculum and residency activities that need to be reinvigorated. We will discuss techniques and methods that will make work and didactics more enjoyable, and explore techniques to engage residents and faculty members in educational design.

2. **Screening for Sex Trafficking: Using Standardized Patients to Teach Residents and Students During Ob-Gyn Objective Standardized Clinical Examination (OSCE) Sessions**

Maria Manriquez, MD
Melissa D. Mendez, MD
Erin M. Nelson, PsyD

Valerie Venegas, FBI, Special Agent, El Paso Division

Amy S. Page, Adult Educator, University of Arizona, College of Medicine

Précis: This session will discuss how University of Arizona, College of Medicine Phoenix and Texas Tech University El Paso Ob-Gyn Residency developed and implemented an active learning session that teaches, assesses and debriefs medical students and residents on screening high-risk patients for sexual trafficking. The session will discuss information from FBI statistics, educate participants to PATH (Physicians Against the

Trafficking of Humans), a program of AMWA (American Medical Women's Association), and discuss practices in screening patients for sex trafficking. We will also discuss the importance of students immediately debriefing with experts in psychology after their standardized patient encounters. Video clips will be used to demonstrate an actual encounter.

3. Implementing High-Value Change Using the New CREOG Cases in Cost Conscious Care

Lauren D. Demosthenes, MD

Andrew S. Lane, MD

Darcy H. Slizewski, MD

Précis: This session will provide an introduction to the importance of understanding value-based healthcare from the perspectives of the provider, society and the patient. We will give an overview of the CREOG opportunity "Cases in Cost Conscious Care" and example of how it has been implemented at the presenters' institution and how it has led to high-value change. Attendees will brainstorm about opportunities for high-value change and cases that can be written to demonstrate these. Facilitators will provide examples and guide discussion. The session will end with reports from attendees about ideas for cases that can be used as value improvement projects in ob-gyn departments.

DISCUSSION DENS

(Discussions Dens will have a table for the speaker and theater chairs for 20-25 at each station.)

1. Practicing Obstetrics and Gynecology in the Age of Social Media: Protecting Yourself and Your Patients and Teaching Your Learners to Do the Same

Beverly A. Gray, MD

Jane Limmer, MD

Sarah Kathleen Dotters-Katz, MD

Précis: We will review the regulations at various institutions and etiquette regarding social media and discuss some general dos and don'ts for common social media outlets. Inappropriate use of information, photography and patient information can have implications for the provider and their practice and will be reviewed. A brief worksheet tool for discussing these scenarios will be demonstrated and then practiced by the group, and participants can take back a hands-on tool to use with learners. In the remaining time, we will discuss how to protect personal information.

2. Better Than Beignets: Designing and Implementing a Tasty Program Improvement Strategy

Breton Foster Barrier, MD

Mistie P. Mills, MD

Précis: During the first part of this session, we will review and discuss a number of established program improvement strategies. Then there will be open microphone time for participants to share their own successful solutions and challenges they have faced implementing them. There will also be table time for participants to write down an outline of their program improvement strategy, incorporating ideas from other participants.

3. The Trouble with Case Logs: Using an EMR Accountability Structure to Improve Case Log Numbers and Surgical Experience

James Marshall Palmer, MD, MS
Quincy Pier

Précis: This session will teach attendees about how to use their institution's Electronic Medical Record (EMR), a valuable tool in maintaining accountability within the residency regarding the timely input of case log data into the ACGME website. We will share our program's experience with transitioning from an outdated honor system of case log input to a modern accountability system grounded in and by the EMR. The session will address not only the importance of accurate data capture in a "Next Accreditation System world," but also address the attitudes and behaviors of a new generation of residents who feel strongly about accurately reporting their surgical experience.

4. Critical Reflection to Support Professional Identity Formation (PIF): The Utility of Cinema

Charles Edward Lee Brown, MD, MBA

Précis: A brief presentation of PIF and how it is becoming a fundamental goal of medical education will be given, followed by a discussion of how attendees use reflective writing and other techniques to enable PIF. The leader will then share his experience with a "Medicine in the Cinema" humanities elective which has been used for several years to generate reflection in a senior elective. Then there will be a discussion about how other humanities-based courses might be useful in PIF, as well as discussion of medical humanities resources available for use.

5. Time to Reflect: Integrating a Narrative Medicine Curriculum into Ob-Gyn Residency

Nathalie L. Feldman, MD
Bri Tristan, MD
Holli Jakalow, MD
Abigail F. Winkel, MD
Julia Simon, MD

Précis: In this session, we will define "Narrative Medicine" and describe how techniques of narrative medicine can enhance communication skills, empathy, cultural competence and patient-centered care through reflective writing. Participants will learn how to implement a narrative medicine curriculum specifically focused on issues relevant to the lives and work of ob-gyn residents that satisfies ACGME Core Competencies. Attendees will learn best practices for integrating a narrative medicine curriculum into residency training.

6. Creating Process-Map Driven Protocols as Clinical and Educational Tools for Developing Countries

Olivia Hui Chiun Chang, MD, MPH
Toni Golen, MD

Précis: The session will begin with an overview of process maps and the concept of developing process-map driven protocols. We will share how process maps of existing clinical practices related to Hypertensive Diseases in Pregnancy (HDIP) at Scottish Livingstone Hospital (SLH) were created with the medical officers. We will discuss the educational impact and clinical significance of our process-map driven protocols for HDIP. Then we will teach the participants how to create process-map driven protocols at their own respective institutions, posing two clinical questions and creating process

maps as a group. We will also hold a panel discussion about our experiences with the process-map driven protocol to date, and discuss our future projects.

DRAFT

SATURDAY, MARCH 5, 2016

7:00 am – 7:30 am

CONTINENTAL BREAKFAST

7:35 am – 9:00 am

GENERAL SESSION

Cancer Genetic Risk Assessment: Integrating Genetic Education into Residency Training

Noah D. Kauff, MD, Associate Professor of Medicine, Weill Cornell Medical College, Cornell University

Précis: Using a combination of didactic lectures, audience response questions and breakout sessions, this session will teach participants what knowledge about inherited cancer risk assessment is necessary for residency trainees to be exposed to in 2016. Each element of this program will discuss strategies for integrating this knowledge into residency curriculums. Following a didactic program incorporating use of an audience response system, participants will have the opportunity to participate in **two case-based breakout sessions (see breakout sessions 1-3 today from 9:10 am – 10:10 am and 10:20 am -11:20 am)**

9:00 – 9:10 am

Refreshment/NETWORKING Break

9:10 am – 10:10 am

BREAKOUT SESSION

1. Advances in the Management of Hereditary Breast and Ovarian Cancer

This session will be led by Independent, Industry and MD genetics counselors.

2. Integration of Histologic Information into Cancer Risk Assessment

This session will be led by Independent, Industry and MD genetics counselors.

3. Promises and Challenges Associated with Next Generation Sequencing

This session will be led by Independent, Industry and MD genetics counselors.

4. Preparing Residents for the Fellowship Application Process

Katarzyna Bochenska, MD

Gabriella Gosman, MD

Précis: This session will begin with an introduction to a structured approach to fellowship application mentorship, followed by a brief didactic session detailing the resident and program-driven fellowship application mentorship process previously trialed and implemented at Magee-Women's Hospital. Participants will then be divided into small focus groups to discuss the fellowship application approach at their respective institutions, and will present the salient points from their discussion to the larger group.

5. How to Stimulate Students' Clerkship Learning on Labor and Delivery (L&D) with Expected Stressful Events

Xiaodong Phoenix Chen, PhD

Natasha Johnson, MD

Précis: This session will discuss the key common stressful events that medical students can expect to encounter on L&D during an ob-gyn clerkship. Participants will learn the differences between perceived stressful events on L&D among faculty, fellows, residents and medical students. There will be a demonstration of an educational intervention to stimulate students' learning on L&D with expected stressful events, and a discussion of the feasibility of implementing educational intervention in participants' programs.

10:20 am – 11:20 am

BREAKOUT SESSION

1. Advances in the Management of Hereditary Breast and Ovarian Cancer

This session will be led by Independent, Industry and MD genetics counselors.

2. Integration of Histologic Information into Cancer Risk Assessment

This session will be led by Independent, Industry and MD genetics counselors.

3. Promises and Challenges Associated with Next Generation Sequencing

This session will be led by Independent, Industry and MD genetics counselors.

4. CLER Participation: Developing Action Plans for Successful Resident Engagement

Miriam Bar-on, MD

Vani Dandolu, MD, MPH, MBA

Précis: This workshop will be conducted in three parts. First, as a large group, participants will be asked to reflect on their institution's CLER visit, sharing best practices and identifying areas to better engage residents and fellows. The areas identified will be sorted into the six CLER categories. Then, small groups will be charged with taking an identified area for improvement and designing a specific activity to engage residents and fellows. Activity design will utilize a template that includes a teaching methodology as well as a measurement of success and timeline for implementation. The groups will then present their action plans and activities, followed by a group discussion. Copies of the CLER focused activities will be collected and then shared with participants following the session to provide a robust toolbox of action plans to implement after the meeting.

5. Aligning ACGME and LCME: Reinventing the Clerkship

Nagaraj Gabbur, MD

Michele Haughton, MD

David Daniel, BS

Précis: This session will examine how the ACGME And LCME align and how EPAs can be incorporated into clerkship. Participants will learn how one clerkship met the challenge of the Competencies and develop strategies to employ back home to improve their own clerkships.

**AMERICAN RESIDENCY COORDINATORS IN OBSTETRICS AND GYNECOLOGY (ARCOG)
CONCURRENT GENERAL SESSION**

Thursday, March 3

2:15 pm – 5:00 pm

GENERAL SESSION

New Coordinator Session

Joy Kimmell

Patti Davison

Précis: For Coordinators in their positions 2 years or less. Seasoned Coordinators are also welcome to attend.

Friday, March 4

7:00 am – 8:00 am

FOCUS BREAKFAST

Keynote Speaker TBA

8:00 am – 9:00 am

Dialogue with the RRC

Mary Joyce Turner, RHIA, MJ

Jenny Campbell

9:00 am – 9:30 am

Resident Wellness: A Change in Culture

Jacyln Feeney, MED

Précis: This presentation examines the importance of being able to identify and remedy burnout in residency programs; however, the core of the presentation is a discussion on how to begin to change the culture in your program to avoid emotional burnout before it starts. Examples of wellness strategies and ideas will be reviewed, specifically the ideas that have been implemented at Temple University's ob-gyn residency program.

9:30 am – 10:00 am

Successful Strategies for Faculty Scheduling of CREOG Objective-Based Resident Didactics

Aimee Moynihan, PhD, MSED, C-TAGME

Précis: This lecture will provide an overview of the implementation of a detailed two-year CREOG objective-based curriculum with required annual faculty participation. This lecture will include the various tools and resources needed and used, as well as an explanation of the thorough process of execution.

10:00 am – 10:30 am

Business Meeting

Patti Davison

10:30 am – 11:30 am

Best Practices to Develop a Flipped Classroom

Rajiv B. Gala, MD

Bunja Rungruang, MD

10:45 am – 11:30 am

REFRESHMENT/NETWORKING BREAK

Exhibits & Posters

DRAFT

Start on new page for Thursday
Identified as MECCOG in the TAB

MEDICAL EDUCATION CLERKSHIP COORDINATORS (MECCOG)

Wednesday, March 2

11:30 am – 12:30 pm

MECCOG Lunch at Clerkship Directors' School (Separate registration and fee required)

2:50 pm – 3:20 pm

Welcome Table/Refreshment Break

Thursday, March 3

8:10 am – 8:25 am

MECCOG Chair Welcome

L. Renata Vicari, Chair

8:25 am – 9:00 am

MECCOG: Mingle, Mentor and Motivate

L. Renata Vicari

Lori Avery

Tameka Collins-Ferguson, MEd

Lisa Kellett

9:05 am – 10:00 am

The Nuts and Bolts of Coordinating a Multidisciplinary Boot Camp Course in Obstetrics and Gynecology

Erin A.N. Beene, MPH

Mel Jones

10:00 am – 10:40 am

Refreshment/Networking Break

10:45 am – 11:15 am

You're More Than a Coordinator

Tameka Collins-Ferguson, MEd

11:20 am – 12:30 pm

Round Table Sessions (participants will choose one table for discussion and best practices)

a. Dynamic Educational Experiences for Millennial Students

Rebecca Slattery

b. M4 Mentoring: Guiding Students to a Successful Match

Janet Short

c. uWISE Tips and Tricks for your Clerkship

Cynthia Gentry

d. Professionalism: You Know It When You See It

Dawn Watson

e. Reflective Assignments

Kelsey Nieves

2:30 pm – 3:30 pm

A Novel Approach to Replace the Traditional Lecture Series: Entrustable Professional Activities-Based Workshops

Heather Reed, MD

Sonia B. de Leon

Friday, March 4

9:45 am – 10:45 am

Decentralized Clinical Education: The Nuts and Bolts

Whitney Hiatt, MA

10:45 am – 11:15 am

Refreshment/Networking Break

11:15 am – 12:15 pm

From Competencies to Milestones to EPAs: A Medical Student's Journey to Becoming the Skipper

Susan Cox, MD

Start new Page for Friday
IDENTIFIED AS ACOOG IN THE TAB

AMERICAN COLLEGE OF OSTEOPATHIC OBSTETRICIANS & GYNECOLOGISTS (ACOGG)
(All ACOOG attendees must register for the CREOG & APGO Annual Meeting.)

Friday, March 4

8:00 am – 9:00 am

Breakfast

9:30 am – 9:40 am

Welcome Address

Eric Carlson, DO, President

9:40 am – 10:00 am

State of the PESC

Patrick Woodman, DO, MS, PESC Chair

10:00 am – 10:45 am

New Annual Report

William Bradford, DO, ACOOG Vice President of Evaluation

- Segue to WebADS (electronic ACGME logs)
- End-of-the-Year Summary

10:45 am – 11:15 am

Refreshment/Networking Break

11:15 am – 12:10 pm

Ob-Gyn Milestones

Laura Edgar, EdD, CAE-ACGME

12:10 pm – 12:30 pm

Report of the CREOG Program Directors' Forum

David Boes, DO

12:30 pm – 1:30 pm

CREOG & APGO AWARDS AND GRADUATION LUNCHEON

1:30 pm – 2:30 pm

DESSERT/NETWORKING BREAK

Exhibits & Posters

2:15 pm – 2:30 pm

Review of the PD Baseline Scholarship Survey (optional)

David Jaspán, DO

2:35 pm – 4:50 pm

EVALUATION OF CLINICAL COMPETENCE II

Frank Medio, MD

- Remediation for the Underperforming Resident
- Strategies to Get Honest and Accurate Evaluations from Faculty & 360° Process
- Techniques to Properly Document Problems in a Trainee's Performance (CCC)

4:50 pm – 5:00 pm

President's Closing Comments

Eric Carlson, DO, President

DRAFT

Start new Page for Thursday
IDENTIFIED AS ABOG IN THE TAB

ABOG Fellowship Coordinator/Program Directors Workshop

Presenter: Cathy Cash

Thursday, March 3

11:00 am – 11:10 am

Introduction

- ABOG Fellowship Staff
- ABOG Subspecialty Divisions

11:10 am – 11:40 am

Transition of Fellowship Programs to ACGME

- When it Will Happen
- How it Will Happen
- What You Will Need to Do

11:40 am – 12:00 pm

Program Responsibilities to ABOG After Transition

- Register Fellows
- File Annual Report
- Pay Annual Fee
- Submit Notification of Program/Fellow Changes

12:00 pm – 12:20 pm

Fellow Registration Process: GO, MFM, REI & FPMRS

- Why Registration is Required
- Who Must Register
- How to Register

12:20 – 12:40 pm

Annual Report Process: GO, MFM, REI & FPMRS

- Who Must File
- How to File
- Division Review and Outcome

12:40 pm – 12:50 pm

Process to Communicate with ABOG

- Web Portal
- Correspondence and Questions
- Progress Reports and Responses