The Medical Educational Council of Pensacola (MECOP), the accredited sponsor, is jointly providing this activity with the Association of Professors of Gynecology and Obstetrics (APGO).

2016 APGO MARTIN L. STONE, MD, FACULTY DEVELOPMENT SEMINAR

CHANGING TIDES: Navigating the Educational Seas

JANUARY 9-12, 2016

HYATT REGENCY COCONUT POINT
BONITA SPRINGS, FL

STAY CONNECTED @APGONEWS | #2016FDS
**2016 MEETING-AT-A-GLANCE**

**SATURDAY JANUARY 9**

- **7:30 AM - 3:00 PM**
  - **REGISTRATION Calusa Prefunction**
  - **6:45 AM - 2:00 PM** CLERKSHIP DIREC'TORS' SCHOOL, PARTS 101 & 201
  - **Calusa BC** (Separate registration fee)

- **6:00 PM - 7:00 PM**
  - **WELCOME Reception Waterfall Pool Deck**

**SUNDAY JANUARY 10**

- **6:30 AM - 7:30 AM**
  - **BREAKFAST Calusa Prefunction**

- **7:30 AM - 7:45 AM**
  - **WELCOME Calusa DE**

- **7:45 AM - 10:00 AM**
  - **REFRESHMENT BREAK Calusa Prefunction**

**MONDAY JANUARY 11**

- **8:45 AM - 9:45 AM**
  - **PLENARY Calusa DE**
  - **Will Academic Medicine Ride the Wave of Health Care Transformation or Be Swept Out to Sea?**
  - Darrell G. Kirch, MD

- **10:00 AM - 11:15 AM**
  - **WORKSHOP #1 Calusa A**
  - **Putting the Critical Success Factors for Transformation into Action**
  - Darrell G. Kirch, MD

- **11:30 AM - 12:45 PM**
  - **WORKSHOP #2 Calusa A**
  - **Charting an Accurate Course for a Successful Journey: How to Easily Write En Pointe Letters of Recommendation**
  - B. Star Hampton, MD

- **12:30 PM - 1:45 PM**
  - **WORKSHOP #4 Calusa A**
  - **For Modern Pedagogy, Do We Lecture or “Flip” and How? An Exercise and Analysis of Animating the Classroom**
  - David A. Hirsh, MD, FACG

**TUESDAY JANUARY 12**

- **7:00 AM - 8:00 AM**
  - **BREAKFAST Calusa Prefunction**

**ANNOUNCEMENTS**

- **9:25 AM - 9:45 AM**
  - **REFRESHMENT BREAK Calusa Prefunction**

**WORKSHOP #5**

- **9:45 AM - 11:00 AM**
  - **Calusa A**
  - **Not Another Boring Lecture: Resources and Tips for Creating Engaging Active Learning Sessions**
  - Helen K. Morgan, MD
  - Alice W. Chung, MD
  - Maya M. Hammoud, MD

- **Calusa B**
  - **If You Want to Be a Different Fish, Jump Out of School**
  - M. Laura Hopkins, MD
  - Abigail Wolf, MD

- **Calusa C**
  - **Residents as Teachers: Plundering Existing Booty to Meet Your Needs**
  - Sarah Wagner, MD
  - Scott C. Graziano, MD, MS
  - Paula J. White, MD

- **Calusa F**
  - **Chart a New Course: Tips, Tricks and Tools to Incorporate Web-Based Technologies into Your Clerkship**
  - Christopher M. Morosky, MD
  - Andrea Montgomery, MD
  - Amy M. Thompson, MD

- **Calusa H**
  - **Feedback: The Breakfast (Club) of Champions: Empowering Residents to Identify and Manage Challenging Learners**
  - Sabrina A. Holmquist, MD, MPH
  - Amber Trueheart, MD
To make a donation to the Martin L. Stone, MD, Fund, contact Marianne K. Poe at (410) 451-9560 or mkpoe@apgo.org.

He served as APGO's founding Vice President in 1963, was the Wayne Johnson Memorial Lecturer in 1991, received the APGO Teaching Award in 1994, the APGO Wyeth Ayerst Career Achievement Award in 1997, the APGO Distinguished Education Award in 1999, and was honored with the APGO 20 Years of Excellence award in 2003. Doctor Stone received numerous honors and recognitions for his work during his 60-year career in medicine. He served as APGO's founding Vice President in 1963, was the Wayne Johnson Memorial Lecturer in 1991, received the APGO Teaching Award in 1994, the APGO Wyeth Ayerst Career Achievement Award in 1997, the APGO Distinguished Education Award in 1999, and was honored with the APGO 20 Years of Excellence award in 2003.

The 2016 APGO Martin L. Stone, MD, Faculty Development Seminar, “Changing Tides: Navigating the Educational Seas,” is intended for physician educators who teach medical students and residents in obstetrics and gynecology and women’s health, and others interested in ob-gyn and women’s health education. The program will encompass the following subtopics:

TESTING THE WATER
• Improving Evaluation Methods
• Stimulating Innovative Ideas
• Applying Novel Technologies
• Fostering Simulation Techniques
• Incorporating the Electronic Medical Record

CHARTING THE COURSE
• Building Mentoring Processes for Advising and Recruitment
• Addressing Faculty Development Deficiencies
• Mapping Curricular Development
• Plotting Paths for Milestones and Entrustable Professional Activities
• Developing Longitudinal Integrated Clerkship Programs

The program begins on Saturday, January 9, 2016, with registration and a networking welcome reception. There will be plenary and breakout sessions Sunday through Tuesday, with a breakfast provided each morning. The popular Lunchtime Learning Session will be held on Sunday, January 10, from 1:00 to 2:15 pm.

MEETING REGISTRATION FEES

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
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<tbody>
<tr>
<td>APGO members</td>
<td>$520</td>
</tr>
<tr>
<td>Second member from the same institution</td>
<td>$495</td>
</tr>
<tr>
<td>Non-members</td>
<td>$695</td>
</tr>
</tbody>
</table>

The registration fee includes instruction, handout materials, a welcome reception, breakfast each morning and refreshment breaks each day.

The online seminar registration and payment deadline is Monday, December 14, 2015. Enrollment is limited and the meeting may reach its full capacity before the deadline. Individuals who register after the meeting has reached full capacity will be notified and their registrations accepted on a space-available basis. Meeting registration and the hotel room block fill quickly, so please register and make your hotel reservations early.

APGO’s annual Faculty Development Seminar was renamed the Martin L. Stone, MD, Faculty Development Seminar in June 2012 in honor of longtime APGO member, leader and friend, Martin L. Stone, MD. Doctor and Mrs. Stone endowed the seminar shortly before his passing on November 1, 2012.

Doctor Stone received his medical degree from New York Medical College in 1944, served in the United States Army and completed his residency at New York Medical College and affiliated hospitals. He was appointed professor and chairman of the departments of obstetrics and gynecology at New York Medical College in 1956. In 1978, he accepted the position of professor and chairman of obstetrics and gynecology at the newly opened State University School of Medicine at Stony Brook. He held that position until his official retirement in 1995.

To make a donation to the Martin L. Stone, MD, Fund, contact Marianne K. Poe at (410) 451-9560 or mkpoe@apgo.org.
2016 APGO CLERKSHIP DIRECTORS’ SCHOOL

SATURDAY, JANUARY 9, 2016

The APGO Clerkship Directors’ School is designed for clerkship directors of all experience levels and consists of three parts. Parts 101 and 201 of the school are held during the APGO Martin L. Stone, MD, Faculty Development Seminar in January each year. Part 301 is held during the CREOG & APGO Annual Meeting each March. This school is also a good course for faculty who may be self-identified or have a high potential to become the clerkship director in the near future.

Completion of all three components of the Clerkship Directors’ School is essential for new ob-gyn clerkship directors. To acknowledge the significant investment of time and resources required to participate in the school, APGO will issue a certificate of completion to each attendee who completes all three components in a three-year time period. APGO will track your attendance at future sessions, and issue your certificate at the completion of the March program.

WORKSHOP CO-CHAIRS
Sarah M. Page-Ramsey, MD
Jodi F. Abbott, MD

PARTICIPATING UMEC MEMBERS:
Jodi F. Abbott, MD
Samanta D. Buery-Joyn, MD
LaTasha B. Craig, MD
John L. Dalrymple, MD
David A. Forstein, DO
Scott C. Graziano, MD, MS
B. Star Hampton, MD
M. Laura Hopkins, MD
Margaret L. McKenzi, MD
Sarah M. Page-Ramsey, MD
Archana A. Pradhan, MD, MPH
Abigail Wolf, MD

REGISTRATION
To register for Parts 101 and 201 of the APGO Clerkship Directors’ School, visit the APGO Web site, www.apgo.org
Member $350
Non-member $495

CLERKSHIP DIRECTOR 101: THE BASICS
6:45 AM - 7:00 AM
REGISTRATION AND CONTINENTAL BREAKFAST
7:00 AM - 7:05 AM
INTRODUCTION AND OVERVIEW
7:05 AM - 7:25 AM
THE UME FRAMEWORK AND YOU (LATASHA B. CRAIG, MD)
Précis: From Flexner’s report to the LCME, this session will provide an overview of the development and organization of the US undergraduate medical education system and the role of the clerkship director.
Learning Objectives:
• Understand the societies and organizations that impact and guide undergraduate medical education
• Become familiar with the Liaison Committee on Medical Education (LCME) requirements impacting the clinical clerkship
• Understand the role of the clerkship director in implementing LCME requirements
7:25 AM - 9:00 AM
NUTS AND BOLTS: ANATOMY OF A CLERKSHIP (UME FACULTY)
Précis: This session will provide an interactive, step-by-step approach to foundational elements required for directing a clerkship. Everything from orientation to documentation is covered with a detailed description and demonstration of how to interpret and comply with LCME requirements.
Learning Objectives:
• Understand the LCME requirements impacting a clerkship
• Understand the required components of a clerkship
• Gain awareness of common challenges and solutions encountered in a clerkship
Topics Covered:
• Developing Orientation (Element 6.1)
• Defining and Communicating Your Objectives (Element 6.1, 8.2)
• Providing Formative and Summative Evaluation (Elements 9.5, 9.7, 9.8)
• Structuring Your Course Content (Elements 6.2, 6.4, 6.7, 8.3)
• Identifying and Monitoring Required Clinical Experiences (Element 6.2, 8.6)
9:00 AM - 9:15 AM • BREAK
9:15 AM - 10:15 AM
SPECIAL FOCUS TOPICS
Précis: These sessions will further explore the fundamentals of course administration and curriculum. Faculty members are current Undergraduate Medical Education Committee members.

CLINICAL LEARNING ENVIRONMENT: METHODS FOR ASSESSMENT AND IMPROVEMENT (SAMANTHA D. BUERY-JOYNER, MD)
Précis: This interactive session will review LCME requirements for the clinical learning environment, national mistreatment data, and approaches to identify systemic sources of mistreatment in the clinical education setting. We will discuss school-wide and clerkship level interventions to promote a positive learning culture, and participants may adapt them for use at their institutions.
Learning Objectives:
• Discuss LCME requirements on environmental and mistreatment
• Identify obstacles to a positive clinical learning environment
• Review types and sources of medical student mistreatment
• Become familiar with APGO resources and how to access them

DEVELOPING CLERKSHIP STUDENT’S CLINICAL SKILLS THROUGH DIRECT OBSERVATION (M. LAURA HOPKINS, MD)
Précis: This session will review the importance of direct observation of the clinical skills of medical students. Participants will gain ideas to promote participation among their institutional faculty.
Learning Objectives:
• Understand the LCME requirement for direct observation of clinical skills
• Recognize the opportunity to engage faculty and the department in direct observation
• Understand the significance of culture when trying to change the student’s experience

USING APGO RESOURCES IN YOUR CLERKSHIP (B. STAR HAMPTON, MD)
Précis: The busy clerkship director needs to be aware of resources available to help make their job easier and more effective. This session will review available APGO resources and discuss how to use them in the core clerkship to maximize the clerkship experience.
Learning Objectives:
• Identify available APGO resources
• Understand how to access APGO resources
• Demonstrate how to use APGO resources to enhance the clerkship

GIVING TIMELY AND EFFECTIVE FEEDBACK (MARGARET L. MCKENZIE, MD)
Précis: The LCME requires that students are provided with timely feedback to allow them the ability to fill gaps in knowledge and/or performance. This session will review how to incorporate specific and timely feedback to help learners thrive during the clerkship.
Learning Objectives:
• Create a culture of feedback among teaching faculty
• Learn ways to incorporate feedback sessions into the clerkship structure
• Gain effective techniques in delivery of well-received feedback to students
10:45 AM - 11:00 AM • Q&A

CLERKSHIP DIRECTOR 201: BEYOND THE CURRICULUM
11:00 AM - 11:45 AM
ROUND TABLE BREAKOUT SESSIONS: SHARING YOUR EXPERIENCES
Précis: Each clerkship environment is unique and presents interesting opportunities or challenges for the clerkship director. These round table discussions will allow participants to explore a topic in detail with a small group.
Learning Objectives:
• Understand the opportunities and challenges for the clerkship director through round table discussions on residents as teachers, choosing alternate experiences for the clerkship, managing comparability across sites, developing an OSCE and developing your faculty for their teaching role.
• Development of a “Residents as Teachers” Curriculum (David A. Forstein, DO)
• Alternate Experiences (Scott C. Graziano, MD, MS)
• Managing Comparability Across Sites (Jodi F. Abbott, MD)
• Developing an Observed Structured Clinical Examination (OSCE) for Your Clerkship (Abigail Wolf, MD)
• Developing Your Faculty (Margaret L. McKenzie, MD)
11:45 AM - 12:45 PM
LECTURE: FUNDAMENTALS OF ASSESSMENT AND GRADING (SARAH M. PAGE-RAMSEY, MD)
Précis: Clinical evaluations, NBME shelf exams, OSCEs and more: they can all play a role in assessing your learners’ performances. This session will provide an introduction to the evaluation process and how to interpret and use these assessment strategies in the clerkship.
Learning Objectives:
• Understand reliability and validity
• Compare and contrast norm-referenced and criterion referenced assessments
• Understand and interpret the NBME exam
• Be familiar with different testing formats, their uses and their limitations
• Establish appropriate grading formats
12:45 PM - 1:30 PM
INNOVATION STATION (UME FACULTY)
Précis: These interactive demonstration tables will introduce participants to low-fidelity simulations, aids and handy tools that can be implemented in the clerkship.
Learning Objectives:
• Understand the importance of experiential learning for the clerkship student
• Gain awareness of low-cost simulations that can be incorporated into the clerkship
• Become familiar with tools and aids for assessment, learning and documentation that can be utilized in the clerkship to assist in meeting LCME requirements
1:30 PM - 2:00 PM
EDUCATIONAL LEADERSHIP AND ADVOCACY (JODI F. ABBOTT, MD)
Précis: Participants will learn about the role of a clerkship director in student education within your department while advocating for women’s health at the institutional level.
Learning Objectives:
• Recognize the clerkship director’s responsibility to influence on behalf of medical student education within the department
• Understand the opportunities within your role as clerkship director to advocate for women’s health education in your organization
• Establish elements in your clerkship that effectively engage your students as women’s health advocates
Participants will examine strategies and tools for implementing effective feedback. This interactive session will provide an overview of critical success factors for leading health care transformation, as described in the plenary session “Will Academic Medicine Ride the Wave of Health Care Transformation or Be Swept Out To Sea?” Cases from the facilitator and participants will be discussed.

**Calusa B**

**Effective Feedback: Compass for Learners Navigating Treacherous Seas**

Samantha D. Buery-Joyner, MD
Scott C. Graziano, MD, MS, David A. Forstein, DO

Précis: This interactive workshop will explore the different aspects of giving, receiving, and asking for feedback. Participants will practice using advanced techniques for giving, receiving, and asking for feedback. There will be particular emphasis on the difficult learner.

**Calusa C**

**All Aboard! Set Sail on a New Course with a Longitudinal Integrated Curriculum for Your Ob-Gyn Clerkship**

Andrea Currens, MD, Susan A. Bliss, MD, Amanda Flicker, MD

Précis: This session will offer participants the tools necessary to develop a comprehensive senior medical student advising and preparation program. Attendees will assist in developing a list of qualities for a successful residency application and preparation program.

**Calusa G**

**Charting the Course for Changing Seas: Preparing Senior Medical Students to Sail into Residency**

Sarah M. Page-Ramsey, MD,
Katerina R. Shvartsman, MD, Larissa Weir, MD

Précis: This interactive session will provide an overview of comprehensive senior medical student advising and preparation programs. Attendees will assist in developing a list of qualities for a successful residency application and preparation program.

**Calusa H**

**Converting Your Great Resident into a Great Teacher**

Eva Swoboda, MD, Lauri E. Budnick, MD

Précis: We will review the literature regarding techniques that promote a resident as teachers curriculum. Various high-stakes topics will be reviewed in a step-by-step process to demonstrate tips for residents teaching students while on the job.
WORKSHOP SESSION #2

11:30 AM - 12:45 PM
Calusa A
Charting an Accurate Course for a Successful Journey: How to Easily Write En Pointe Letters of Recommendation
B. Star Hampton, MD, Archan A. Pradhan, MD, MPH, Samantha D. Buery-Joyner, MD
Précis: Review the purpose and importance of the LOR in the residency application and discuss effective strategies for their successful execution, focusing on challenges that are encountered in the process. Come away feeling empowered to write LORs successfully, easily and accurately.

Calusa B
How to Successfully Navigate the Educational Seas to be an Ob-Gyn Educator: A Tale of Two Educators
Joseph M. Kaczmarczyk, DO, MPH, Nadine T. Katz, MD
Précis: This session will use the tale of two ob-gyn educators to illustrate different courses through the educational seas, followed by exercises to explore educational islands and develop individualized navigational charts to be the ob-gyn educator participants aspire to be.

Calusa C
Are You Measuring What You Think You Are Measuring? The What, Why and How of Advancing Validity
Carla S. Lupi, MD, Melissa Ward-Peterson
Précis: This workshop will review the basics of validity through hands-on practice. Participants are encouraged to bring an assessment tool in any stage of use or development. Everyone will leave with concrete ideas for advancing validity in their work!

Calusa F
Developing a Unique LLC: The Women’s and Children’s Clerkship
Shefali Pathy, MD, MPH, Vrunda B. Desai, MD, Jessica L. Illuzzi, MD
Précis: The national trend for integration in medical education has led to the creation of a variety of longitudinal-integrated clerkship models. We will discuss the process of combining women’s and children’s care and strategies for incorporation at other institutions.

Calusa G
I’m Too Busy to Teach! Overcoming the Challenges of Residents Teaching in the Busy Clinical Setting
Betty Chou, MD, Dayna A. Burrell, MD, Laura J. Merrill, MD
Précis: Participants will leave this workshop with a tool kit outlining strategies to: overcome barriers to resident teaching, improve resident motivation to teach and implement practical methods to improve resident teaching skills in the busy clinical setting.

Calusa H
The Educators Portfolio: Charting Your Course into Introspection and Academic Advancement
Shireen Madani Sims, MD, Katharyn Meredith Atkins, MD, LaTasha B. Craig, MD
Précis: This interactive program will equip attendees with the tools necessary to create or improve their educational portfolios.

1:00 PM - 2:15 PM
LUNCHTIME LEARNING SESSION
Calusa DE
Navigating Your Professional Seas: The Fork in The Road
Linda Bradley, MD
Professor of Surgery, Vice Chair, Obstetrics/Gynecology & Women’s Health Institute, Director, Center for Menstrual Disorders, Fibroids & Hysteroscopic Services, Cleveland Clinic
Précis: Can we fathom that either professional fork in the road that we choose will lead us where we ultimately want or can be? As physicians we embark on a long path in medicine that has changed and will continue to bring new challenges. In this session we will explore: how to re-engage in our professional careers; determine how to envision your new professional “finish line”; discover how challenges can become an opportunity; and reclaiming purpose, passion, pleasure and new possibilities.

3:15 PM
APGO 5K SUDS RUN & WALK
Hyatt Regency Coconut Point | Cypress Courtyard
Energizing faculty to teach requires a strategic plan that includes incentives and career development. Participants will review challenges, discuss potential solutions and begin to develop a toolbox of strategies and techniques to successfully motivate and engage faculty to participate in the educational mission.

**Calusa A**
Charting the Course to Engage Your Clerkship Faculty
Nadine F. Katz, MD
Précis: Energizing faculty to teach requires a strategic plan that includes incentives and career development. Participants will review challenges, discuss potential solutions and begin to develop a toolbox of strategies and techniques to successfully motivate and engage faculty to participate in the educational mission.

**Calusa B**
Stop Riding the Surf and Sail Your Own Boat: Improving Faculty Teaching Effectiveness
Whitney C. Keller, MD, Alison J. Brooks-Heinzman, MD, John L. Dalrymple, MD
Précis: This highly interactive workshop provides participants an opportunity to develop a process by which effective faculty teaching traits are identified, assessed, fostered and recognized. Participants will leave with a variety of implementation strategies and tools.

**Calusa C**
Navigating Tumultuous Waters: A Regional Resident Readiness Course to Ease the Transition from Student to Doctor
Elise N. Everett, MD, B. Star Hampton, MD, Laura Baecher-Lind, MD, MPH
Précis: This session will prepare participants to develop a Regional Resident Readiness Course to help medical students transition to residency. Participants will collaborate with others in their region to identify resources, content and teaching tools and leave the workshop ready to establish a successful course.

**Calusa F**
Training the Whole Crew: Incorporating Students into Team-Based Interprofessional Simulation Education
Sarah M. Page-Ramsey, MD, Tamika Auguste, MD, Shad Deering, MD
Précis: This interactive workshop will develop ideas for successful multidisciplinary, multilevel learner simulation curricula in obstetrics, gynecology, patient counseling and transitions of care with a focus on incorporating medical students to help them achieve the entrustable professional activity of interprofessional collaboration.

**Calusa G**
Navigating Course Change: How to Develop Your Educational Leadership Skills to Survive Stormy Seas or Sail to Calmer Water
Jodi F. Abbott, MD, Margaret L. McKenzie, MD
Précis: The path to educational leadership is faced with anticipated and unexpected transitions. In this workshop, you will gain the tools needed to create successful cultural transformations and to frame your ability to succeed in a new environment.

**Calusa H**
Charting the Course During the First Two Years: Techniques for Obtaining Stellar Evaluations from Your Reproductive Health Course
Beth Conin, MD, Ashley R. Stuckey, MD, Michelle L. Salvatore, MD
Précis: Whether you are new to teaching in your school’s preclinical reproductive health course or have been doing it for a long time, this workshop allows space to share your ideas and learn unique ways from others to improve upon your course.

**WORKSHOP SESSION #4**

12:30 PM - 1:45 PM

**Calusa A**
For Modern Pedagogy, Do We Lecture or “Flip” and How? An Exercise and Analysis of Animating the Classroom
David A. Hirsh, MD, FACP
Précis: What can moral philosophy teach about modern pedagogy? As education planners increasingly design time in class to be active, participant oriented, iterative, developmentally aligned and effective, the requirements of teachers are changing. To stretch participants’ pedagogic abilities and orientation, this session will engage the participants in a dynamic live exercise in moral philosophy. Thereby, learners will take part in, consider and will be aspects of dynamic pedagogy that they might apply in their contexts. Just as serving patients is ultimately a “moral practice,” so, too, will be this session.

**Calusa B**
The Science of Human Learning: Instructional Design that Maximizes Retention and Application
Alice W. Chuang, MD, Francis S. Nuthalapaty, MD, Lisa Rahangdale, MD, MPH
Précis: Fundamental theories of human learning will be presented. Participants will work in groups to apply each of these to their current teaching responsibilities in order to improve learner retention, engagement and application.

**Calusa C**
Go Overboard with RAs
Susan A. Bliss, MD, Jennifer A. Goedken, MD
Précis: During this interactive workshop, we will share the experiences of implementing a RAs program at three different institutions. We will focus on curriculum design, tips for successful execution, maximizing participation, engaging interns and monitoring of the program.

**Calusa F**
I Saw it on TV: Using Pop Culture to Flip the Classroom and Teach Ob-Gyn
Jani R. Jensen, MD, Chandra C. Shenoy, MD
Précis: Learn to flip the classroom and use popular culture references to effectively teach ob-gyn topics to millennials.

**Calusa G**
Flipping for EPAs: Use of the Flipped Classroom Approach to Integrate Obtaining Patient Consent and Safe Order Writing into the Fourth Year Curriculum
Julio M. Mazul, MD, Jodi F. Abbott, MD
Précis: The AAMC has placed the responsibility for assuring student competency by day one of residency onto the medical schools. The flipped classroom approach will be discussed as an approach to assess advanced EPAs during the fourth year curriculum.

**Calusa H**
Constructive Dissection of the Pelvis: A Simulation to Improve Clinical Knowledge of Gynecologic Anatomy
Malcolm W. Mackenzie, MD, Celeste S. Royce, MD, Bri Ann Mckeen, MD
Précis: This presentation engages medical educators in a hands-on constructive dissection simulation exercise and curriculum to improve the teaching and learning of complex female pelvic anatomy.
The focus of this discussion is to present and discuss different options of game-based learning in the classroom and to encourage the use of this method in a novel session with students. Participants will become familiar with game-based learning and its benefits and will share their experiences with using it in their classroom. A variety of resources will be reviewed and available to take with you for future reference.

ROUND TABLE #2
Navigating the Ob-Gyn Clerkship: A Student Focused Orientation
Erin Nelson, MD
Precis: In a novel session, students share insights with each other in a boots-on-the-ground fashion to assist each other in navigating and succeeding in a clerkship. The round table discussion will focus on format, approach and benefits to the session.

ROUND TABLE #3
Training the First Mate and Crew to Navigate Interprofessional Waters: an Ob-Gyn Elective in IPE
Angela Cai, MS4
Susan A. Bliss, MD
Precis: This lively round table will present our experience designing an ob-gyn elective in interprofessional education in order to help others utilize the strengths at their institutions to foster IPE and teamwork amongst their students.

ROUND TABLE #4
Tech Apprenticeship Program: A Student Centered, Self-Directed Experience in Obstetrics
Robert Casanova, MD
Precis: TiTAP is a longitudinal program that immerses a first-year medical student in obstetrics by allowing them hands-on experience in the full spectrum of patient care while establishing a mentor relationship that fosters both medical learning and scholarly advising.

ROUND TABLE #5
Using Game-Based Learning in Your Clerkship
Jennifer Becaw Prat, MD
Precis: Participants will discuss different options of game-based learning in the clerkship.

ROUND TABLE #6
Move your OSCE from Pass/Fail to Graded, Objectively!
Sabrina Holmquist, MD, MPH
Precis: Looking for an objective measure to balance your clerkship clinical assessments other than the shelf exam? Learn how to convert your pass/fail OSCE into an objective graded experience with just three assessors and a checklist!

ROUND TABLE #7
How To Create Objective Oral Examinations To Fairly Assess Your Students
Staci Pollack, MD
Precis: The objective of this session is to discuss how to create consistent oral examinations. During this session, instruction will be given on creating standardized oral examinations that assess students’ ability to process knowledge and think, with non-subjective grading rubrics.

ROUND TABLE #8
A Grab Bag of Teaching Tools for 2 am
Moria A. Shanahan, MD
Precis: Teaching on night float rotations can be challenging, and having available tools for interactive activities can utilize time more effectively. A variety of resources will be reviewed and available to take with you for use on your night float rotation. There will be an opportunity for discussion regarding what works when it is time for teaching at 2 am.

ROUND TABLE #9
Sexual Health History Taking: How We Teach it!
Tammy Sonn, MD
Precis: Explore a structured approach to teaching sexual history taking, allowing the student to feel comfortable addressing sexual function and disorders, sexual orientation and partner violence.

ROUND TABLE #10
Staying A abreast of Innovative Health Care Models: A Longitudinal Ob-Gyn Student Experience with the Centering Pregnancy Model
Brittany Papworth, MS3, Andrea Currens, MD
Precis: Climb aboard and join the crew of a Centering Pregnancy Care Model. In this session, a longitudinal student will share her experience with and facilitate discussion about the Centering Pregnancy model and how it aligns with a longitudinal experience.

ROUND TABLE #11
Learning about Lactation: Designing and Implementing a Novel Elective in Breastfeeding Medicine at Boston University School of Medicine
Miriam Segura Harrison, MD, Resident Jodi F. Abbott, MD
Precis: Combining online learning, independent study and community-based, patient-centered clinical learning experiences, the Breastfeeding Medicine elective at Boston University School of Medicine prepares medical students to counsel their patients about breastfeeding, and to confidently manage common breastfeeding problems.

ROUND TABLE #12
A Sustainable Ob-Gyn Student Interest Group with Faculty Mentorship: Many Hands on Deck to Maximize Opportunities
Beth Cronin, MD
Precis: Our round table will describe an effective model for a faculty-guided, student-led interest group that allows medical students to increase their exposure to the diverse field of ob-gyn.

ROUND TABLE #13
Clerkship EPAs: Can it be done?
Nagaraj Gabbur, MD
Precis: Participants will discuss the use of EPAs in undergraduate medical education. They will be presented with and will further develop a set of clerkship EPAs for use with their third-year medical students.

ROUND TABLE #14
Designing An Effective Educational Retreat
Mistie Mills, MD
Precis: This round table will present and discuss a proven retreat format that uses SWOT analysis and facilitation techniques for effective educational quality improvement.

ROUND TABLE #15
Addressing Faculty Development Deficiencies
Roger P. Smith, MD
Precis: The focus of this discussion is to enable the involved learner to create faculty development strategies that will result in growth, improved skills and job satisfaction, identify those falling behind and implement effective remediation plans.

ROUND TABLE #16
There’s an App for That!
Michelle Kobryn, MA Christopher M. Morosky, MD
Precis: Ever thought about where apps come from? Come hear about the process of creating APGO’s first app, and share with your colleagues the apps that you are using in your clinical and educational settings.

ROUND TABLE #17
Networking Table
TUESDAY, JANUARY 12, 2016 (CONTINUED)

8:10 AM - 8:25 AM
Calusa DE
APGO 2015 INNOVATIONS

8:25 AM - 9:25 AM
PLENARY SESSION
Calusa DE

Changing Tides: Simulation from Education to Evaluation
Andrew J. Satin, MD
The Dorothy Edwards Professor and Director of Gynecology and Obstetrics, Obstetrician/Gynecologist-in-Chief, Johns Hopkins Medicine
Précis: Simulation in obstetrics and gynecology initially flowed from a need in undergraduate medical school education, but now flows through all levels of education and is beginning to flood the evaluation and certification process.

9:25 AM - 9:45 AM
REFRESHMENT BREAK
Calusa Prefunction

WORKSHOP SESSION #5

9:45 AM - 11:00 AM
Calusa A
Not Another Boring Lecture: Resources and Tips for Creating Engaging Active Learning Sessions
Helen K. Morgan, MD, Alice W. Chuang, MD, Maya M. Hammoud, MD
Précis: This session will highlight concrete tips, MedEdPortal and APGO resources that can revitalize teaching. Participants will be equipped with specific curricula that can be immediately implemented to increase active learning at their home institutions.

Calusa B
If You Want To Be a Different Fish, Jump Out of School
M. Laura Hopkins, MD, Abigail Wolf, MD
Précis: This workshop will discuss ways to improve the learning environment on the Birthing Unit.

Calusa C
Residents as Teachers: Plunder Existing Booty to Meet Your Needs
Sarah Wagner, MD, Scott C. Graziano, MD, MS, Paula J. White, MD
Précis: LCME requires that resources be provided to enhance residents’ teaching skills. Participants will consider important components of these teaching programs and leave understanding how to navigate resources to create a Residents as Teachers curriculum.

Calusa F
Is the EMR a Buoy or Sinker in Medical Student Education?
Nancy A. Hueppchen, MD, MSc, Betty Chou, MD
Précis: Participants will create a faculty e-pocket card of best practices for incorporating the MS into a patient encounter and assessing entrustability.

Calusa G
Chart a New Course: Tips, Tricks and Tools to Incorporate Web-Based Technologies into Your Clerkship
Christopher M. Morosky, MD, Andrea Montgomery, MD, Amy M. Thompson, MD
Précis: From videos to podcasts and social media to online evaluations, this workshop will be an interactive discussion and sharing session where we begin to envision a web-based digital curriculum of the future.

Calusa H
Feedback: The Breakfast (Club) of Champions: Empowering Residents to Identify and Manage Challenging Learners
Sabrina A. Holmquist, MD, MPH, Amber Truehart, MD
Précis: The princess, the basket case, the brain: learn how to give effective feedback to a variety of challenging learners and teach residents and faculty to do the same. We will develop effective behavior-based strategies in less than 8 hours, 54 minutes!
GENERAL INFORMATION

MEETING CANCELLATIONS
Meeting cancellations received in writing by December 14, 2015 will be refunded, less a $75 administrative fee. No refunds will be given on cancellations received after that date. APGO reserves the right to cancel any course and provide a full refund, should conditions warrant.

CME COURSE DIRECTOR:
Suzanne Bush, MD,
Clinical Associate Professor,
Florida State University

PROGRAM CO-CHAIRS:
Archana A. Pradhan, MD, MPH,
Associate Professor,
Rutgers Robert Wood Johnson Medical School

B. Star Hampton, MD,
Associate Professor,
Brown University, Women & Infants Hospital
Margaret L. McKenzie, MD,
Assistant Professor,
Cleveland Clinic Lerner College of Medicine

ACCREDITATION INFORMATION

ACCREDITATION
MECOP is accredited by the ACCME to provide continuing medical education for physicians.

Joint Providership
This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the Medical Educational Council of Pensacola (MECOP) and the Association of Professors of Gynecology and Obstetrics (APGO).

CREDIT DESIGNATION
APGO Faculty Development Seminar

MECOP designates this live activity for a maximum of 14.25 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

APGO Clerkship Directors’ School

MECOP designates this live activity for a maximum of 6.5 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

We have applied for cognate credits from The American College of Obstetrics and Gynecologists (ACOG)

Accreditation
The Medical Educational Council of Pensacola (MECOP) is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

Conflicts of Interest
It is MECOP policy that participants in CME activities should be made aware of any affiliation or financial interest that may affect the speaker’s presentation(s). Each speaker has completed and signed a conflict of interest statement.

OFF-LABEL USES
Because this course is meant to educate physicians with what is currently in use and what may be available in the future, there may be “off-label” uses discussed in the presentations. Speakers have been requested to inform the audience when off-label use is discussed.

DISCLOSURE OF FACULTY AND INDUSTRY RELATIONSHIPS
It is the policy of ACCME that participants in CME activities should be made aware of any affiliation or financial interest that may affect the speaker’s presentation. Each speaker has completed and signed a conflict of interest statement. The faculty members’ relationships will be disclosed to the participants.

SIGN-IN DAILY
Attendees are required to sign in each day. Sign-in sheets will be provided at the registration desk. You will also be provided an attendance verification form, which you will need to complete and submit to APGO before leaving the meeting. APGO will forward it to our CME provider, the Medical Educational Council of Pensacola (MECOP), who will, in turn, forward it to ACOG to ensure that you receive your credits and cognates.

MEETING QUESTIONS?
Contact Kelly Toepper at: ktoepper@apgo.org or (410) 451-9560.

SPECIAL APGO ROOM RATE: $279
A block of rooms has been reserved at the beautiful Hyatt Regency Coconut Point Resort and Spa. Room reservations must be made online by November 30, 2015. Reservations made after this date will be subject to availability and current hotel rates. To receive the special APGO rate, based on availability, you are advised to book early online. If you choose to call, be sure to identify yourself with the APGO Faculty Development Seminar. Please note: All attendees must register for the meeting before making hotel reservations. Go to apgo.org/meetings to register for the meeting.

AIR TRAVEL
The closest airport to the host hotel is Southwest Florida International Airport (RSW). Please do not make air travel reservations before you receive a meeting registration confirmation.

TRANSPORTATION TO THE HOTEL
Visit the hotel transportation page for transportation information from Southwest Florida International Airport, RSW.

CHILDREN
Infants and children are not allowed in plenary or breakout sessions, or in other educational forums where their presence may interrupt the listening and learning process.

ATTIRE
Casual attire is encouraged during meeting sessions.

NO SMOKING POLICY
Smoking is not permitted at APGO meetings.

HOTEL AND ROOM RATE INFORMATION
Hyatt Regency Coconut Point Resort and Spa
5001 Coconut Road
Bonita Springs, Florida 34134
See apgo.org/meetings to make online hotel reservations.

For additional information, please call (888) 421-1442. Call (239) 444-1234 for general hotel information only.

MEETING CANCELLATIONS
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* Designates UMEC Member, ** Designates UMEC Chair

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2016 APGO MARTIN L. STONE, MD FACULTY DEVELOPMENT SEMINAR FACULTY
Join us for the APGO 5K Suds Run & Walk to benefit the APGO Make a Difference Campaign!

SUNDAY, JANUARY 10, 2016
3:15 pm • Hyatt Regency Coconut Point Cypress Courtyard

The much anticipated APGO 5K Suds Run & Walk is back again for 2016! Walk or run along our 5K course and then gather at the finish line for snacks and beer. Fun prizes will be awarded in various race categories. All proceeds benefit the APGO Make a Difference Campaign.

Registration includes race t-shirt, key chain with bottle opener, I LOVE OB-GYN bracelet and refreshments following the race.

Event Schedule:
Sunday, January 10, 2016
3:15 pm - Meet outside hotel front entrance
3:30 pm - Shotgun start
4:15 pm - Beer, snacks and awards
5:30 pm - Event ends

Registration:
The cost to register is $50 + a $50 required friends & family fundraising minimum (onsite registration: $100). Register by December 18 to ensure the availability of a race t-shirt.
SAVE THE DATE
2017 MARTIN L. STONE, MD, FACULTY DEVELOPMENT SEMINAR

JANUARY
7-10, 2017

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