Focus and develop a Medical Education Blockbuster!

January 10-13, 2015
Hyatt Regency Indian Wells Resort and Spa | Palm Springs, California

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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).
2015 Meeting-at-a-Glance

SATURDAY JANUARY 10
7:30 AM - 3:00 PM
REGISTRATION
Indian Wells Foyer
6:45 AM - 2:00 PM
CLERKSHIP DIRECTORS’ SCHOOL, PARTS 101 & 201
Indian Wells LM
(Separate registration fee)
6:00 PM - 7:00 PM
WELCOME RECEPTION
Desert Vista CDE

MONDAY JANUARY 12
7:00 AM - 8:00 AM
PLENARY SESSION
Indian Wells LM
Susan M. Cox, MD
And Doug Morris
President’s Breakfast Session
Indian Wells LM
My Career in Pictures
Amy (Mag) Avry, MD
8:00 AM - 8:15 AM
ANNOUNCEMENTS AND PRESENTATION OF THE WILLIAM N.P. HERBERT, MD PROMISING EDUCATOR AWARD
Indian Wells LM

TUESDAY JANUARY 13
7:00 AM - 8:00 AM
PLENARY SESSION
Round Table Discussions
Tables 7-6: Indian Wells J
Tables 7-12: Indian Wells K
Tables 13-18: Indian Wells N
Tables 19-24: Indian Wells O
8:15 AM - 9:15 AM
PLENARY SESSION
Indian Wells LM
Panel:
Timothy Robert B. Johnson, MD
Nadine T. Katz, MD
Lee A. Learman, MD, PhD
Valerie M. Puris, MD, MPH
9:15 AM - 9:30 AM
REFRESHMENT BREAK
Indian Wells Foyer
9:30 AM - 10:45 AM
WORKSHOP #5
Indian Wells J
Coming Up With Your Own Professional Development Plan: Advice from Those Who Know How
Timothy Robert B. Johnson, MD
Nadine T. Katz, MD
Lee A. Learman, MD, PhD
Valerie M. Puris, MD, MPH, MBA

SUNDAY JANUARY 11
6:30 AM - 7:30 AM
BREAKFAST
Indian Wells Foyer
7:30 AM - 7:45 AM
WELCOME
Indian Wells LM
7:45 AM - 8:45 AM
PLENARY SESSION
Indian Wells LM
Martin L. Pernoll, MD, EDUCATOR
Applying the Science of Learning to Medical Education
Richard E. Mayer, PhD

10:00 AM - 11:15 AM
WORKSHOP #1
Indian Wells J
Novel Approaches to Teaching Psychosocial Topics During OB-GYN Clerkships
Wafiruji Musindi, MD
Jonathan Schaffir, MD
Indian Wells K
Optimize Your Resources: Developing a Faculty Development Program for Student Residency Advisors
Samantha D. Buery-Jayner, MD
Emily K. Maico, MD
B. Sue Hampton, MD
Indian Wells J
Expanding Your Core: Utilizing Allied Health Professionals Effectively
Silka C. Patel, MD
Doyana Anne Burrell, MD
Nancy A. HuuPhunchen, MD, MSc
Indian Wells N
A Script for Teachers: Developing A Line-by-Line Tool to Improve Accuracy of Student Evaluations
Vuundu Desai, MD
Lena Merjanian, MD
Archana A. Pradhan, MD, MPH
Indian Wells O
Speak Up for Patient Safety: Team Training to Improve Quality and Safety
Nikki B. Zine, MD, MPH
Jaclyn E. van Nies, MD
Christopher J. Kimball, MD
Indian Wells P
Entrustable Professional Activities (EPAS): Lincoln Logs for the Milestone Era
Kelly A. Best, MD
Jeffrey House, DO
Michelle Steinaker, MD

11:30 AM - 12:45 PM
WORKSHOP #2
Indian Wells J
Entrustable Professional Activities in Undergraduate Medical Education: Improving Preparation for Residency and Practice
Robert Englander, MD, MPH
Indian Wells K
Working to Improve Our Future Selves: Developing a Program in Peer Observation of Teaching
Kathryn Meredith Atkins, MD
Lutfisha B. Cutia, MD
Indian Wells J
The Rider and the Elephant: Motivating and Directing a Cultural Shift in the Learning Environment
Alice W. Chuang, MD
Susan A. Bliss, MD
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Educational Scholarship Boot Camp: Developing and Reviewing Submissions to Ensure Quality
Carlo S. Lupu, MD
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Unprofessional Actors: Redirecting the Student, the Teacher, and the Environment
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Jeffrey House, DO
Michelle Steinaker, MD

12:15 PM - 1:30 PM
WORKSHOP #4
Indian Wells J
Continuity with Patients and Teachers: Practical Tips
Ann Pancake, MD
Indian Wells K
Directing a Captivating and Innovative Curriculum Smash Hit
March A. Hopkins, MD
Sarah M. Page-Ramsey, MD
Indian Wells L
Skilled Educator but Novice Quality Leader? A Practical Guide to Precepting Residents Through the Design and Implementation of Quality Improvement Projects
Jodi F. Abbott, MD
Lori Berkowitz, MD
Indian Wells N
A Night at The Museum: Using Visual Arts to Foster Humanities in Medicine
Cecile S. ROyer, MD
Laura D. Bookman, MD
Brooke DiGiovanni Evans
Indian Wells O
Utilizing Improvisation to Improve Your Teaching
David A. Farstein, DO
Amy M. Thompson, MD
Katherine Strafford, MD
Indian Wells P
Focusing the Lens on Student Mistreatment
Katie Lackritz, MD
Abigail W. Wolf, MD
Andrea Broveman, PhD

1:00 PM - 2:15 PM
LUNCHEON LEARNING SESSION
Indian Wells LM
I'm Not a Doctor, But I Write For Them On TV!
Stacy McKea
3:15 PM
APGO 5K SUDS RUN & WALK
Hyatt Regency Indian Wells Resort & Spa Hotel Lawn
Program Summary

Program Co-Chairs
Archana A. Pradhan, MD, MPH, and B. Star Hampton, MD, in concert with the APGO Undergraduate Medical Education Committee

The 2015 APGO Martin L. Stone, MD Faculty Development Seminar, *Lights, Camera, Action: Focus and Develop a Medical Education Blockbuster!*, 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:

**Learn Behind the Scenes**
- Innovative curriculum design
- Effective documentation
- Maximizing your educational team
- Determining your strengths

**On With the Show**
- Giving and getting feedback
- Running an effective organization
- Novel teaching methods for adult learners
- Accurate assessment tools
- Using simulation

- Working with students of different abilities
- Handling mistreatment
- Maximizing patient safety
- Employing narrative medicine

**Directing the Future**
- Effective mentoring
- Embracing the EMR
- Implementing milestones
- Executing longitudinal clerkships
- Avoiding burnout
- Developing an educational portfolio

In an effort to be more environmentally focused, the meeting syllabus will be electronic. Registrants will receive a link to the syllabus prior to the seminar with the meeting schedule, speaker information, abstract details, and workshop and round table titles and session times. Internet access will be available in the meeting space; however, attendees are encouraged to download material to their laptops prior to the meeting. Participants are asked to charge personal electronics in their rooms.

ABOUT THE APGO MARTIN L. STONE, MD, FACULTY DEVELOPMENT SEMINAR

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 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.

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.

Program Schedule & Format

Plenary sessions, interactive workshops and breakfast round table discussions are included in this information-packed four-day program. Outstanding speakers have been chosen for their skills and expertise in the focus topic areas.

The program begins on Saturday, January 10, 2015, 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 11, from 1:00 to 2:15 pm.

MARTIN L. PERNOLL, MD
EDUCATOR

The Martin L. Pernoll, MD, Educator speaker for 2015 is Richard E. Mayer, PhD, Professor, University of California, Santa Barbara. Doctor Mayer will present, “Applying the Science of Learning to Medical Education,” at the first plenary session on Sunday, January 11.
Registration

Fees

APGO members: $520
Second member from the same institution: $495
Non-members: $695

The registration fee includes instruction, handout materials, a welcome reception, breakfast each morning and refreshment breaks each day. Please note: There is an extra fee for the APGO Clerkship Directors’ School, Lunchtime Learning Session, and for guest attendance at the Welcome Reception and daily breakfasts.

To register for Parts 101 & 201 of the APGO Clerkship Directors School, visit the APGO Web site, www.apgo.org.

Clerkship Directors’ School

Saturday, January 10, 2015

Member: $350
Non-member: $495

Lunchtime Learning Session $65

Sunday, January 11, 2015

The online seminar registration and payment deadline is Monday, December 15, 2014. 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.

Note: Please DO NOT purchase airline tickets to the meeting until you have received confirmation that you are registered!

Saturday, January 10, 2015

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
Samantha D. Buen-Jayner, MD
LaTasha B. Craig, MD
Scott C. Graziano, MD, MS

APGO Clerkship Directors’ School

To register for Parts 101 & 201 of the APGO Clerkship Directors’ School, visit the APGO Web site, www.apgo.org.
Clerkship Director 201:
Beyond the Curriculum

11:15 AM - 12:00 PM
Fundamentals of Assessment and Grading
(Sarah M. Page-Ramsay, MD)
Précis: Clinical evaluations, NBME shelf exams, OSCEs and more. They can all play a role in assessing your learners’ performance. This session will provide an introduction to the evaluation process and how to interpret and use these assessment strategies in the clerkship.
- Understand reliability and validity
- Contrast formative and summative evaluation
- Compare and contrast norm-referenced and criterion-referenced assessments
- Improve delivery of feedback
- Understand the NBME exam
- Be familiar with different testing formats, their uses and their limitations

12:00 PM - 12:15 PM
Lunch Breakout Sessions: Sharing Your Experiences
Précis: Each clerkship environment is unique and presents interesting opportunities or challenges for the clerkship director. These small group sessions will allow participants to explore a topic with a small group and then allow everyone to share through large group discussion.

Standardizing Observed Physical Exams (Abigail N. Wolf, MD)
- How do you frame/set expectations for students and faculty?
- How do you tie this to the AAMC Graduation Questionnaire?
- What are some clinical settings in which you could employ this?
- How do I incorporate real-time feedback from the patient and preceptor?

Précis: Way to Go! - Promoting, Motivating, Assessing, and Rewarding Teaching (LaTasha B. Craig, MD)
- What, when, where, how, and by whom should students be taught and/or trained about proper use of an EMR?
- How do you teach students to write a SOAP note or any other note using an EMR, when constrain by templates?
- What kind of entries should students be allowed to make in an EMR?
- What should you do if you disagree with what a student has written in the EMR, because it is either patently wrong or unprofessional?

Précis: What’s a Student to Do? - EMR in the Clerkship (Samantha D. Buery-Joyner, MD)
- What resources are available to clerkship directors to teach the teachers?
- What are the obstacles to effective teaching and how can they be overcome?
- How does one measure effective teaching?
- What sorts of rewards can you use to promote effective resident teaching of medical students?
- At the departmental level? School-wide level? National level?
- How do you create a culture of education?

Précis: Constructing a Fair Grading Structure (Margaret J. McKenzie, MD)
- What kind of entries should students be allowed to make in an EMR?
- What should you do if you disagree with what a student has written in the EMR, because it is either patently wrong or unprofessional?
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WELCOME RECEPTION

Desert Vista CDE

SUNDAY, JANUARY 11, 2015

6:30 AM - 7:30 AM
BREAKFAST
Indian Wells Foyer

7:30 AM - 7:45 AM
WELCOME
Indian Wells LM

7:45 AM - 8:45 AM
PLENARY SESSION
Indian Wells LM
MARTIN L. PERNOLL, MD, EDUCATOR
Applying the Science of Learning to Medical Education
Richard E. Mayer, PhD
Professor of Psychology, University of California, Santa Barbara
Précis: This session explores what the science of learning (which examines how people learn) and the science of instruction (which examines how to help people learn) have to contribute to medical education. As an example, this session explores the benefits of multimedia instruction, which involves combining graphics (such as illustrations, charts, video, or animation) with words (including printed or spoken words) promoting scientific understanding. During the past decades, Doctor Richard Mayer and his colleagues have been conducting scores of experiments aimed at pinpointing how to design effective multimedia instruction (summarized in Multimedia Learning, 2nd Edition). In this session, he shares 10 research-based multimedia design principles for consideration in improving medical education.

8:45 AM - 9:45 AM
PLENARY SESSION
Indian Wells LM
Entreatable Professional Activities: Integrating Competencies and Milestones in the Clinical Learning Environment
Robert Englander, MD, MPH
Senior Director of Competency-Based Learning and Assessment, Association of American Medical Colleges
Précis: In this session we will briefly review the tenets of Competency-Based Medical Education (CBNE) and then focus on Entreatable Professional Activities (EPAs) as an organizing framework for the assessment of competence in the clinical workplace. We will use a handover communication EPA to demonstrate the relationship of EPAs to competencies and milestones. Participants will engage in an exercise to apply their new knowledge of EPAs and better understand their use in assessment.

9:45 AM - 10:00 AM
REFRESHMENT BREAK
Indian Wells Foyer

WORKSHOP SESSION #1
10:00 AM - 11:15 AM
Novel Approaches to Teaching Psychosocial Topics During Ob-Gyn Clerkships
Wan-Jiku Musindi, MD, Jonathan Schaffir, MD
Précis: This interactive session explores novel techniques for teaching psychosocial topics in ob/gyn.

Optimize Your Resources: Developing a Faculty Development Program for Student Residency Advisors
Samantha D. Buery-Joyner, MD, Emily K. Marko, MD, B. Star Hampton, MD
Précis: This interactive session will review the concepts of a Residency Advising Committee and the elements of robust faculty development for these advisors. Participants will work in small groups to discuss advising medical students with challenging situations, and take away programs and resources to develop outstanding residency advisors.

Workshop Session #1 continued on page 6
SUNDAY, JANUARY 11, 2015

WORKSHOP SESSION #1 CONTINUED
10:00 AM - 11:15 AM

Expanding Your Core: Utilizing Allied Health Professionals Effectively
Silka C. Patel, MD, Dayna Anne Burrell, MD, Nancy A. Hueppchen, MD, MSc
Précis: Incorporating allied health professionals can be fulfilling for both the preceptors as well as the students. Participants will learn how enlarging their core educational team can decrease the educational demands of faculty and still allow you to meet your core requirements.

A Script for Teachers: Developing a Line-by-Line Tool to Improve Accuracy of Student Evaluations
Vrunda Desai, MD, Lena Merjanian, MD, Archana A. Pradhan, MD, MPH
Précis: This interactive workshop will help the participant create a script that can be utilized by faculty and house staff to complete the subjective portion of student evaluations.

Speak Up for Patient Safety: Team Training to Improve Quality and Safety
Nikki B. Zite, MD, MPH, Jaclyn van Nes, MD, Kristopher J. Kimball, MD
Précis: Utilizing a team training strategy improves quality and safety. Participants will learn about barriers to good communication as well as the tools and strategies employed when instituting an outcomes-based safety project geared to change the culture.

Entrustable Professional Activities (EPAs): Lincoln Logs for the Milestone Era
Kelly A. Best, MD, Jeffrey House, MD, Michelle Stalnaker, MD
Précis: This interactive workshop will introduce entrustable professional activities (EPAs) and their role in the successful creation of Milestone Based Evaluation Tools for medical education faculty. Participants will create their own EPAs and link them to appropriate Milestone subcompetencies.

WORKSHOP SESSION #2
11:30 AM - 12:45 PM

Entrustable Professional Activities in Undergraduate Medical Education: Improving Preparation for Residency and Practice
Robert Enghander, MD, MPH
Précis: In this workshop we will first introduce the Core Entrustable Professional Activities (EPAs) for Entering Residency and the EPAs, as well as the Obstetrics/Gynecology EPAs from the Netherlands to understand how they may be sequentially related. Participants will then participate in a Q sort activity to prioritize the Core EPAs for Entering Residency to help inform next steps in undergraduate medical education. The session will conclude with a discussion of the implications of the Q sort exercise for work at the participants’ home institutions.

Working to Improve Our Future Selves: Developing a Program in Peer Observation of Teaching
Katharyn Meredith Atkins, MD, LaTasha B. Craig, MD
Précis: In this interactive workshop participants will discuss the use of Peer Observation of Teaching in faculty development, practice peer observation skills, and take home the tools needed to develop a Peer Observation of Teaching Program in their own institution.

The Rider and the Elephant: Motivating and Directing a Cultural Shift in the Learning Environment
Alice W. Chuang, MD, Susan A. Bliss, MD
Précis: Participants will review strategies outlined in various bestsellers on motivating lasting change and then will apply these principles to help motivate their teachers and improve the learning environment.

Educational Scholarship Boot Camp: Developing and Reviewing Submissions to Ensure Quality
Carla S. Lupi, MD, Margaret J. McKenzie, MD
Précis: Participants will build skills in developing high quality submissions of educational scholarship and in reviewing publications. Participants will discover the relationship between the anatomy of clinical and educational publications and then practice reviewing mock representative submissions to AAMC’s MedEdPORTAL.

Unprofessional Actors: Redirecting the Student, the Teacher, and the Environment
John L. Dalrymple, MD, Nancy A. Hueppchen, MD, MSc, Nadine T. Katz, MD
Précis: Participants will identify and discuss common behaviors related to unprofessional behavior and student mistreatment in the learning environment. Learners will develop a toolbox of reporting tools and management strategies to address these behaviors.

Optimizing Your Resources: Multi-Institution Collaboration for Milestone 1 Implementation
Bethany D. Skinner, MD, Celeste S. Royce, MD, Helen K. Morgan, MD
Précis: This workshop will share our experience developing and implementing a multiinstitution curriculum for teaching and evaluating Level 1 Milestones. Participants will be provided with tools, resources, and tips for creating and implementing innovative modules at their home institutions.

1:00 PM - 2:15 PM
LUNCHTIME LEARNING SESSION

Indian Wells LNH
I’m Not a Doctor, But I Write For Them on TV!
Stacy McKee
Executive Producer, Showrunner, and Writer for Grey’s Anatomy
Précis: It’s Thursday night. You’ve just come off of who knows how many hours on call. You’re in your PJs, you’ve popped open a soda and you turn on your TV. You start watching one of those crazy, fake, medical shows with all those handsome fake doctors and you find yourself wondering—who exactly comes up with this stuff? And WHY? Wonder no more. This talk will answer all your questions about what it takes to put fake stories about real medicine on mustsee TV. We’ll talk about the power of reaching such a large audience and the responsibility that comes with that. Also, we’ll talk about Patrick Dempsey’s dreamy, blue eyes. Because, yes, they really are that sparkly.

3:15 PM
APGO 5K SUDS RUN & WALK
Hyatt Regency Indian Wells Resort & Spa (Meet on Hotel Lawn)
ALONG THE MILESTONES CONTINUUM.

Can efficiently, yet accurately, evaluate resident progress on Ob-Gyn Level 1 Milestones and how resident educators can best ensure competency in the Milestones. This session will examine how medical students are expected to enter residency competent in all of the Level 1 milestones. How these milestones are to be assessed has largely been left up to faculty and program directors. The ACGME has mandated that all residents be assessed semi-annually using specialty specific tools needed to effectively design and precept quality improvement (QI) education to the language and tools needed to effectively design and precept quality improvement projects. Participants will participate in the design of one aspect of an educational QI project.

8:00 AM - 8:15 AM
ANNOUNCEMENTS
Indian Wells LM

8:15 AM - 9:15 AM
PLENARY SESSION
Indian Wells LM

The Milestones Path: Ensuring Safe Travel for Medical Students, Residents, and Faculty
Jessica L. Bienstock, MD, MPH
Professor, Residency Program Director,
Johns Hopkins University School of Medicine
Précis: The ACGME has mandated that all residents be assessed semi-annually using specialty specific milestones. How these milestones are to be assessed has largely been left up to faculty and program directors. In addition, graduating medical students are expected to enter residency competent in all of the Level 1 Milestones. This session will examine how medical student educators can best ensure competency in the Ob-Gyn Level 1 Milestones and how resident educators can efficiently, yet accurately, evaluate resident progress along the Milestones continuum.

9:15 AM - 9:30 AM
REFRESHMENT BREAK
Indian Wells Foyer

9:30 AM - 10:30 AM
PLENARY SESSION
Indian Wells LM

Longitudinal Integrated Clerkships: Evidence and Momentum
Anne Poncelet, MD
Professor of Clinical Neurology, University of California, San Francisco
Précis: This session will introduce the principles and structure of the longitudinal integrated clerkship model with examples of how continuity is incorporated in different settings. Evidence for the outcomes of this model will be presented. A brief review of ob-gyn specific data from the University of California, San Francisco will also be included.

9:45 AM - 10:00 AM
WORKSHOP SESSION #3
10:00 AM - 10:15 AM
Using EPAs and Milestones to Direct Feedback and Remediation for Learners
Jessica L. Bienstock, MD, MPH
Précis: For decades the medical literature has documented learner dissatisfaction with the amount and specificity of the feedback they receive. EPAs and Milestones can serve as useful tools for faculty to rectify this deficit in our educational programs. During this session the participants will review the performance of a variety of “simulated learners” and design remediation programs for these learners using the EPAs or Milestones as a framework.

10:15 AM - 10:30 AM
Burnout: Forget the Evidence, What Does Dr. Google Say?
Alice W. Chuang, MD, Nikki B. Zite, MD, MPH, Jennifer Howell, MD
Précis: Participants will review and discuss the multitude of Internet postings on burnout and brainstorm ways to prevent burnout and connect with others as a way of managing burnout.

10:30 AM - 11:00 AM
What Do You Do After the Feedback?
The 3 R’s: Remediation, Resiliency, and Results
Joseph M. Kaczmarczyk, DO, MPH, Nadine T. Katz, MD
Précis: This interactive workshop will allow participants to answer the question of what to do after the feedback and take home the foundational knowledge, techniques, and tips to achieve results by creating effective remediation plans.

Transforming the Traditional Ob-Gyn Clerkship into a Longitudinal Integrated Curriculum:
Time is Not the Only Variable
Susan A. Bliss, MD, Patricia S. White, MD, Lisa Howley, PhD
Précis: During this interactive workshop, we will share our experience in developing and implementing our ob/gyn clerkship within our Longitudinal Integrated Curriculum. We will cover curriculum design, faculty/preceptor recruitment and development, student selection, evaluation strategies, and successful implementation.

Employing Narrative Medicine to Teach Emotional Intelligence and Empathy
Melanie Mund, MD, Resident, Christopher M. Morosky, MD
Précis: When interaction with a difficult patient is not going well, narrative medicine can help you reconnect to your emotional intelligence and find the empathy essential for both you and your patient.

So You Think You Can Boot Camp?
Scott C. Graziano, MD, MS, Sarah Wagner, MD
Précis: This interactive session will provide examples detailing the production of an ob/gyn boot camp. Participants will create lists of boot camp skills that satisfy both UME and GME objectives. Skill checklists will be created to aid in rigorously assessing competency.

7:00 AM - 8:00 AM
SUSAN M. COX, MD, AND DOUG MORRIS
PRESIDENT’S BREAKFAST SESSION
Indian Wells LM

My Career in Pictures
Amy (Meg) Autry, MD
Professor, Director of Graduate Medical Education, University of California, San Francisco
Précis: This session will utilize the theme of motion pictures to discuss career development and lessons learned from two decades in academic medicine.

8:00 AM - 8:15 AM
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Précis: Participants will review and discuss the multitude of Internet postings on burnout and brainstorm ways to prevent burnout and connect with others as a way of managing burnout.

10:30 AM - 11:00 AM
What Do You Do After the Feedback?
The 3 R’s: Remediation, Resiliency, and Results
Joseph M. Kaczmarczyk, DO, MPH, Nadine T. Katz, MD
Précis: This interactive workshop will allow participants to answer the question of what to do after the feedback and take home the foundational knowledge, techniques, and tips to achieve results by creating effective remediation plans.

Transforming the Traditional Ob-Gyn Clerkship into a Longitudinal Integrated Curriculum:
Time is Not the Only Variable
Susan A. Bliss, MD, Patricia S. White, MD, Lisa Howley, PhD
Précis: During this interactive workshop, we will share our experience in developing and implementing our ob/gyn clerkship within our Longitudinal Integrated Curriculum. We will cover curriculum design, faculty/preceptor recruitment and development, student selection, evaluation strategies, and successful implementation.

Employing Narrative Medicine to Teach Emotional Intelligence and Empathy
Melanie Mund, MD, Resident, Christopher M. Morosky, MD
Précis: When interaction with a difficult patient is not going well, narrative medicine can help you reconnect to your emotional intelligence and find the empathy essential for both you and your patient.

So You Think You Can Boot Camp?
Scott C. Graziano, MD, MS, Sarah Wagner, MD
Précis: This interactive session will provide examples detailing the production of an ob/gyn boot camp. Participants will create lists of boot camp skills that satisfy both UME and GME objectives. Skill checklists will be created to aid in rigorously assessing competency.

WORKSHOP SESSION #4
12:15 PM - 1:30 PM
Continuity with Patients and Teachers: Practical Tips
Anne Poncelet, MD
Précis: This session will be interactive and focused on incorporating the key principles of the Longitudinal Integrated Clerkships into the participants’ own institutions.

Directing a Captivating and Innovative Curriculum Smash Hit
M. Laura Hopkins, MD, Sarah M. Page-Ramsey, MD
Précis: At the end of this workshop, you will be able to locally develop and execute a model and processes for multi-level curriculum change at your institution that addresses internal (Department) and external (University) issues and demands.

Skilled Educator but Novice Quality Leader? A Practical Guide to Precepting Trainees Through the Design and Implementation of Quality Improvement Projects
Jodi F. Abbot, MD, Lori Berkowitz, MD
Précis: The purpose of this workshop is to introduce experienced educators without formal quality improvement (QI) education to the language and tools needed to effectively design and precept quality improvement projects. Participants will participate in the design of one aspect of an educational QI project.

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MONDAY, JANUARY 12, 2015
WORKSHOP SESSION #4 CONTINUED
12:15 PM - 1:30 PM

A Night at the Museum: Using Visual Arts to Foster Humanism in Medicine
Celeste S. Royce, MD, Laura D. Bookman, MD, Brooke DiGiovanni Evans
Précis: Visual arts can be a catalyst for discussion of difficult topics in medicine. This workshop will demonstrate techniques for using local arts resources to teach humanism, empathy and compassion. No knowledge of art or art history is necessary.

Utilizing Improvisation to Improve Your Teaching
David A. Forstein, DO, Amy M. Thompson, MD, Katherine Strafford, MD
Précis: Improv skills, borrowed from the theater, can be utilized to improve your teaching and activate your learners. This workshop will give you the knowledge and skills to bring this teaching method to your students.

Focusing the Lens on Student Mistreatment
Katie Lackritz, MD, Abigail N. Wolf, MD, Andrea Braverman, PhD
Précis: In this session we will discuss how to use a professionalism essay during clerkships to engage students and identify mistreatment, using essays to introduce skills for stress management and resilience, and, using essays constructively for faculty feedback.

TUESDAY, JANUARY 13, 2015

7:00 AM - 8:00 AM
BREAKFAST SESSION: ROUND TABLE DISCUSSIONS
TABLES 1-6: INDIAN WELLS J
TABLES 7-12: INDIAN WELLS K
TABLES 13-18: INDIAN WELLS N
TABLES 19-24: INDIAN WELLS O

INDIAN WELLS J
ROUND TABLE #1
All Hands on Deck: Maximizing Your Teaching Team on a Labor and Delivery Unit
Katharyn Meredith Atkins, MD
Précis: During this round table, participants will discuss the challenges and opportunities of introducing new faculty roles and midlevel providers to the teaching of medical students on L&D. Data showing the effects of new teaching roles and providers will be presented.

ROUND TABLE #2
[Don’t] Break a Leg: Strategies to Decrease Mistreatment From a Suboptimal Learning Environment
Laura Bacher-Lind, MD, MPH
Précis: Students increasingly cite a suboptimal learning environment as mistreatment. We will explore factors that contribute to a suboptimal learning environment and strategize how to reduce this type of mistreatment on your clerkship.

ROUND TABLE #3
A Behavioral Paradigm for Professionalism: The Key to Teaching and Assessing It
Alice W. Chuang, MD
Précis: Participants will review various frameworks for professionalism and discuss a newer framework grounded in behaviors. We will also work on creating an assessment tool for professionalism.

ROUND TABLE #4
Directing the Ensemble Cast: Integrating Multi-Level Learners in Your Clinic
Katherine O’Rourke, MD, Resident, Scott C. Graziano, MD, MS
Précis: It is difficult to simultaneously teach and mentor learners of varying knowledge and skill levels. Clinics which integrate premeds through residents in patient care and educational experiences will be described. Participants will develop solutions to challenges of multilevel teaching.

ROUND TABLE #5
Developing a Longitudinal Integrated Curriculum for Ob-Gyn Students: What Goes on Behind the Scenes to Direct the Future!
Elaine H. Stickrath, MD
Précis: Longitudinal Integrated Curriculums have been shown to improve student and preceptor satisfaction as well as improved clinical performance. But, how do you make the transition? We will share methods for initiating an integrated curriculum, and optimizing the ob-gyn experience.

ROUND TABLE #6
The 80-Hour Workweek and Its Impact on the Educational Team: The Good, the Bad and the Ugly
Nikki B. Zite, MD
Précis: Workhour restrictions have required programs to figure out how to comply with standards while still adequately educating and training young physicians. We will review workhour restriction research and studies underway through ACGME that return some flexibility to the programs.
INDIAN WELLS K

ROUND TABLE #7
Patient Safety Education for Medical Students on the Ob-Gyn Clerkship: A New Approach
Isidore Daniel Benrubu, MD, Resident, Guy I. Benrubu, MD
Précis: Participants will learn how to create a course within a course to teach patient safety in the ob-gyn clinical clerkship.

ROUND TABLE #8
Maximizing Medical Student Learning With the Operating Room as Your Backdrop
B. Star Hampton, MD
Précis: Participants will become familiar with strategies to integrate medical students into the operating room while remaining efficient. Specific teaching tips and opportunities for student learning will be discussed. Participants will come away excited to have students in the operating room!

ROUND TABLE #9
Orienting Your Learner to a New Culture: The Operating Room
Eva Swoboda, MD
Précis: During this round table, we will discuss active learning orientation techniques that can prepare students to transition into the OR and its culture quickly and effectively so that they have a positive learning experience.

ROUND TABLE #10
Teaching Patient Safety in the Clerkship
Tammy Sonn, MD
Précis: Come to explore different ways to teach patient safety to our clerkship students. We will discuss the effectiveness of a role modeling exercise to explore patient handoffs and a pocket card to document and discuss observed OR safety.

ROUND TABLE #11
Flip the Classroom and Engage Your Learners
Helen K. Morgan, MD
Précis: We will discuss the flipped classroom curricular model in this round table, and participants will be provided with resources that can be used at their home institutions for fun and engaging active learning sessions.

ROUND TABLE #12
I Spy With My Little Eye—A Gen Y
Kelly A. Best, MD
Précis: Gen Y professionals will soon represent a greater proportion of staff in education, advocacy, and leadership realms. In this round table, participants will review what drives, concerns and fuels their Gen Y colleagues and discuss perceptions in a multigenerational workforce.

INDIAN WELLS N

ROUND TABLE #13
An LCME Objective: Developing Clinical Reasoning Skills Amongst Our Learners
Nagara Gabbur, MD
Précis: Participants will be introduced to Script Concordance Testing and Concept Maps as tools to use to develop clinical reasoning skills in their respective clerkships.

ROUND TABLE #14
Creating a Boot Camp Blockbuster: A Behind the Scenes Guide to the “Preparation for Residency” Curriculum
Jaime Alleyn, MD
Précis: The purpose of this discussion is to give ob-gyn educators insight into creating a successful fourth year student boot camp. Instructions and tools for development of the “Preparation for Residency Curriculum” will be shared.

ROUND TABLE #15
Fall Interview Simulation Training (FIST) to Prepare MS4s for Residency Interviews
Elise N. Everett, MD
Précis: Attendees will discuss one example of a simulation curriculum used for training MS4s for residency interviews, will share similar tools and ideas from their own institutions, and will receive resources including: the curriculum, a video of a simulated interview, and the evaluation form.

ROUND TABLE #16
Achieving More with Less: A Curriculum That Please Your Students, Faculty, and Chair!
Angela Dempsey, MD
Précis: Experience a small group clerkship curriculum that meets the APOGO objectives, incorporates active learning principles, develops clinical reasoning skills, and prepares students for their NBME exam while improving student, faculty, and chair satisfaction.

ROUND TABLE #17
Implementation of Model for Interprofessional Education and Evaluation of MD and NP Students Rotating in the Outpatient Ob-Gyn Clinic
Yvonne Newberry, FNP
Précis: Discussion of implementation of an IPE model program of education and evaluation for MD and NP students rotating in the ambulatory ob-gyn clinic during the ob-gyn clerkship.

ROUND TABLE #18
Beyond Journal Club: Experiential Learning and Critical Appraisal of Medical Literature
Maureen Burke, MD, Resident, Daryl Wieland, MD
Précis: Critical appraisal of medical literature is a skill that requires development and reinforcement like patient communication and clinical skills. This session will address how to develop skills in critical appraisal using a discussion-based format grounded in experiential learning.

INDIAN WELLS O

ROUND TABLE #19
Women’s Health: A Four-Week Course with Innovative Curriculum for the M2 Student
Michelle L. Salvatore, MD
Précis: Teaching Women’s Health to second year students sparks early interest in ob-gyn. Traditional concepts of basic science are taught as they apply uniquely to the female patient. This round table will discuss how to engage learners utilizing innovative teaching media.

ROUND TABLE #20
Jump into Education and Develop Your Teaching Portfolio
Moune Jabre Raughley, MD
Précis: During this round table, we will review basic components of a teaching portfolio; identify what constitutes meaningful teaching opportunities that are enriching and achievable; and, discuss strategies for identifying and using sponsors to unearth and select opportunities along with the importance of networking to generate collaborative experiences.

Indian Wells O continued on page 10
**TUESDAY, JANUARY 13, 2015**

**INDIAN WELLS O CONTINUED**

**ROUND TABLE #21**
Pregnancy Options Counseling: Are You Assessing this APGO "Does" Level Skill?
Carla Lupi, MD
**Précis:** The APGO 9th Medical Student Education Objectives designates non-judgmental pregnancy options counseling a "Does" level skill. We will discuss opportunities for addressing this competency, including experience with a published OSCE developed with national input.

**ROUND TABLE #22**
If You Build It, They Will Come: Components of a Robust Medical School Scholars Program
Sarah Shaffer, DO
**Précis:** Development of a robust medical student scholars program will be the focus of this round table. The educational literature for such programs will be presented and the educational activities of our unique scholars program will be discussed.

**ROUND TABLE #23**
2015 APGO International Scholars
Gregory Halle-Ekane, MB.BCH (MD), Stephen Rulisa, MD
**Précis:** The APGO International Scholars Program is part of APGO’s commitment to actively engage international ob-gyn educators. Attendees will have the opportunity to interact with the two outstanding 2015 awardees, Gregory HalleEkane, MB.BCH (MD), from the University of Cameroon and Stephen Rulisa, MD, from the National University of Rwanda. Educational activities at their home institutions, their partnerships with American institutions, and their views on global health are just some of the exciting topics for discussion during this round table.

**ROUND TABLE #24**
Networking Table
**Précis:** This table is reserved for those who would like to eat breakfast without participating in a round table discussion.

8:15 AM - 9:15 AM
**PLENARY SESSION**
Indian Wells LM
Panel of Experts: What Should I Be Doing? What Will I Need to Think About?
Navigating Midlevel Mentoring
Timothy Robert B. Johnson, MD, Nadine T. Katz, MD, Lee A. Learman, MD, PhD, Valerie M. Parisi, MD, MPH, MBA
**Précis:** A panel of successful ob-gyn educators and expert mentors will uncover the secrets of navigating the midlevel mentoring process with success. Those at this level, looking towards this level, or mentoring others at this level will benefit from sage advice. In addition, there will be time for questions from the audience.

9:15 AM - 9:30 AM
**REFRESHMENT BREAK**
Indian Wells Foyer

**WORKSHOP SESSION #5**
9:30 AM - 10:15 AM
Coming Up with Your Own Professional Development Plan: Advice From Those Who Know How
Timothy Robert B. Johnson, MD, Nadine T. Katz, MD, Lee A. Learman, MD, PhD, Valerie M. Parisi, MD, MPH, MBA
**Précis:** Join four educational leaders to learn how to formulate an individual professional development plan. After learning what components to consider in a plan, participants will break into working groups with a mentor leader to develop and discuss their own plans.

Evaluating Our Learners From Behind the Scenes: Use of Email Precepting for Real Time Evolving Clinical Scenarios
Tirah Samura, MD, Resident, Jodi F. Abbott, MD
**Précis:** Milestones and EPAs require assessment of readiness for internship. We will present a novel method to assess trainees’ ability to manage pregnancy of unknown location by use of virtual patient callbacks, monitored via email by a resident preceptor.

Critical Events in Obstetrics and Gynecology: How We Should Deal with the Elephant in the Room
Jonathan Black, MD, Abigail Cutler, MD, Resident, Shefali Pathy, MD
**Précis:** In obstetrics and gynecology, no formalized mechanism exists to debrief after traumatic events. This workshop aims to introduce participants to one approach to significant event debriefing and emphasize its importance in the education process.

Oh, What Can You See: How to Maximize Direct Observation in Your Clerkship
Jennifer Bercaw-Pratt, MD, Sarah M. Page-Ramsey, MD
**Précis:** The LCME requires direct observation of learners, which can be challenging. This workshop will cover the current literature on direct observation and how to overcome common barriers for implementation of direct observation.

ACTION! Making Your Presentation Comfortable and Effective
Roger Smith, MD
**Précis:** During this session we will learn that with a few simple tricks and techniques anyone can give a perfect presentation—one that is effective in conveying the message without shortening the presenter’s life.

Podcasting as an Educational Tool
Christopher M. Morosky, MD, Melanie Mund, MD, Resident
**Précis:** Wouldn’t it be great to have an organized collection of your educational pearls that you could share over the Internet? Stop making lecture presentations, and come learn how to Podcast.
A block of rooms has been reserved at the Hyatt Regency Indian Wells Resort and Spa. Reservations must be made by Monday, December 1, 2014. Reservations made after this date will be subject to availability and current hotel rates. To secure the special APGO group rate, based on availability, you must call (888) 421-1442 and identify yourself with the APGO Faculty Development Seminar. Visit www.apgo.org/dfs to register. Please note: All attendees must register for the meeting before making hotel reservations.

All reservations must be guaranteed with a major credit card. Cancellations must be made four days prior to arrival to avoid a one-night penalty. Check-in time is 4:00 pm; check-out time is 11:00 am.

Air Travel
The closest airport to the host hotel is Palm Springs International Airport (PSP). Other airports further away include Ontario International Airport (ONT) and Los Angeles International Airport (LAX). Please do not make air travel reservations before making hotel reservations. Service First Transportation has a variety of professional vehicles accommodate 1-6 passengers in courteous and clean comfort. To reserve Service First Transportation, call Bryan Burnett, (760) 272-0960, BryanBurnett@hyatt.com

Transportation to the Hotel
Transportation from Palm Springs International Airport, LAX and Ontario International Airport may be arranged through the hotel’s Concierge Desk at (704) 674-4080. Service First Transportation has a variety of professional vehicles available for transport to/from the Hyatt Regency Indian Wells Resort & Spa. Service First Transportation vehicles accommodate 1-6 passengers in courteous and clean comfort. To reserve Service First Transportation, call Bryan Burnett, (760) 272-0960, BryanBurnett@hyatt.com or the Concierge Desk, Ext. 51.

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.

Meeting Cancellations
Meeting cancellations received in writing by December 15, 2014 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.

ACCREDITATION INFORMATION

Accreditation
The Medical Educational Council of Pensacola (MECOP) is accredited by the Accreditation Council for Continuing Medical Education 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.

Course Director: Julie A. DeCesare, MD, Associate Professor, Florida State University

Program Co-Chairs: B. Star Hampton, MD, Associate Professor, Brown University, Women & Infants Hospital and Archana A. Pradhan, MD, MPH, Associate Professor, Rutgers Robert Wood Johnson Medical School

Meeting Questions?
Contact Kelly Toepfer at ktoepfer@apgo.org or (410) 451-9560.
2015 APGO Martin L. Stone, MD Faculty Development Seminar Faculty

Program Co-chairs
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Archana A. Pradhan, MD, MPH* Associate Professor Rutgers Robert Wood Johnson Medical School

Faculty
*designates UMEC Chair
**designates UMEC Member
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Jennifer Bercaw-Pratt, MD Assistant Professor, Yale New Haven Hospital
John L. Dalrymple, MD** Assistant Professor, Johns Hopkins University

Susan A. Bliss, MD Director, Medical Student Education, Associate Professor, Clinical Assistant Professor, University of North Carolina, Chapel Hill, Carolinas Medical Center
Laura D. Bookman, MD Assistant Professor, Beth Israel Deaconess Medical Center
Andrea Braverman, PhD Clinical Associate Professor, Thomas Jefferson University
Samantha D. Buery-Joyner, MD* Associate Professor, Virginia Commonwealth University
Maureen Burke, MD Chief Resident, The Stanford Hospital/ Columbia College of Physicians and Surgeons
Dayna Anne Burrell, MD Associate Professor, Johns Hopkins University
Alice W. Chuang, MD Associate Professor, University of North Carolina School of Medicine, Chapel Hill
LaTosha B. Craig, MD* Associate Professor, The University of Oklahoma Health Sciences Center
Abigail Cutler, MD Assistant Clinical Professor, Resident, Yale New Haven
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Angelo Dempsey, MD Associate Professor of Obstetrics and Gynecology, Medical University of South Carolina
Yrunda Desai, MD Assistant Professor, Albert Einstein College of Medicine
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2015 APGO Martin L. Stone, MD Faculty Development Seminar 12 2015 Martin L. Stone, MD Faculty Development Seminar
Join us for the APGO 5K Suds Run & Walk to benefit the APGO Medical Education Endowment Fund!

SUNDAY, JANUARY 11, 2015
3:15 pm • Hyatt Regency Indian Wells Resort & Spa

The much anticipated 2015 APGO 5K Suds Run & Walk will again feature an unexpected twist: beer! 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.

Event Schedule:
Sunday, January 11, 2015
3:15 pm  Meet on hotel lawn
3:30 pm  Shotgun start 
(on a path around the hotel)
4:30 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 17 to ensure the availability of a race t-shirt.

Visit www.apgo.org/suds to register and access the Friends & Family Donation Form.
Save the Date!

Martin L. Stone, MD Faculty Development Seminar

January 9 - 11, 2016
Hyatt Regency Coconut Point Resort & Spa  |  Bonita Springs, Florida