APGO MARTIN L. STONE, MD
FACULTY DEVELOPMENT SEMINAR
January 11-14, 2020
Hyatt Regency Coconut Point | Bonita Springs, Florida
Monday, January 13

6:00 AM-2:00 PM
REGISTRATION
Calusa Prefunction
7:00 AM-1:00 PM
EXHIBIT HOURS
Calusa Prefunction
7:00 AM-9:00 AM
PRESIDENT’S BREAKFAST
SESSION
Mirror, Mirror, on the Wall: What is My Professional Identity After All?
Moya Hammoud, MD, MBA
Calusa H
8:00 AM-8:30 AM
ANNOUNCEMENTS
INTERNATIONAL SCHOLARS PRESENTATIONS
APGO RESOURCES UPDATE
Calusa DE
9:30 AM-9:55 AM
PLENARY
Applying Branding Principles for Authentic Leadership
Renée Goshline, PhD
Calusa DE
9:55 AM-10:30 AM
PLENARY
Diversity 3.0: Staying the Course
Marc Nivet, EdD, MBA
Calusa DE
10:30 AM-11:00 AM
REFRESHMENT/EXHIBITS BREAK
Calusa Prefunction
11:00 AM-12:15 PM
WORKSHOP SESSION #3
On the Prize: Teaching Film To Improve Teamwork, Performance, and Patient Care
Rebecca Hunt, MD, Sara Petruska, MD Calusa G
Aloe on the Burn: Using Grade Appeals to Help Learners Improve
Bridgette Wendy, MD, Sara Petruska, MD Calusa G
Focus on YoUterus: Using Art to Improve Teamwork, Communication and Professional Identity Formation
Elise Everett, MD, MSc, Archana Pradhan, MD, MPH, Jessica Chung, MD Calusa H
Film Session
Moderators: Helen Morgan, MD, Christopher Morosky, MD, MS Calusa DE
See page 10 for details
2:00 PM-5:00 PM
MEDICAL EDUCATION RESEARCH CERTIFICATE PROGRAM SESSION
Searching and Evaluating the Medical Education Literature
Larry Gruppen, PhD Blue Heron
(Separate registration required)

Tuesday, January 14

6:00 AM-11:00 AM
REGISTRATION
Calusa Prefunction
7:00 AM-8:00 AM
BREAKFAST SESSION
ROUND TABLE DISCUSSIONS
See page 10 for details
Tables 1-5: Calusa C Tables 6-10: Calusa B Tables 11-15: Calusa H
Table 16-19: Calusa G
8:10 AM-8:25 AM
ANNOUNCEMENTS
Calusa DE
8:25 AM-9:25 AM
PLENARY
Ob-Gyn Surgical Training: Where Are We Now and Where Are We Going?
Dee Fenner, MD
Calusa DE
9:25 AM-9:45 AM
REFRESHMENT BREAK
Calusa Prefunction
9:45 AM-11:00 AM
WORKSHOP SESSION #5
Promoting a Growth Mindset in Ourselves and Our Learners: Improving Learning Through Focus More on Effort Than Ability
Elaine Hart, MD, Colby Prevette, MD, Andrea Bodine, MD Calusa A
What’s in Your Blind Spot: An Ob-Gyn Medical Education Crisis?
Joseph Kaczmarczyk, DO, MPH, MD, Forstein, DO, Nadine Katz, MD Calusa C
Serious Escape Room Game for Undergraduate Student Groups
Peter Fedorac, MD, PhD, Melinda Raki, MD, PhD, LaTasha Craig, MD, Christopher Morosky, MD, MS Calusa C
Turning the Lens Inward: Using Strengths Identification to Improve Teamwork, Performance and Patient Care
Margaret Dow, MD, Helen Morgan, MD, Bruce Alfred Calusa F
Eliminate Remediation Blind Spots and Define a Clear Path to Success for Medical Learners
Allison Brooks, MD, Melissa Ander, MD, Emily Vinas, EdD Calusa G
A Simple, Low-Cost Pelvic Model: A Vision for Effective Anatomy Education in Any Setting
Jennifer Goedken, MD, Britni名单, MD Calusa H
1:00 PM-4:00 PM
MEDICAL EDUCATION RESEARCH CERTIFICATE PROGRAM SESSION
Scholarly Writing: Publishing Medical Education Research
Larry Gruppen, PhD Blue Heron
(Separate registration required)
PROGRAM SUMMARY

PROGRAM CO-CHAIRS
Elise Everett, MD, MSc, Margaret McKenzie, MD, MS, and Christopher Morosky, MD, MS, in concert with the APGO Undergraduate Medical Education Committee (UMEC).

The 2020 APGO Martin L. Stone, MD, Faculty Development Seminar, “APGO 2020: A Clear Vision for the Future,” is intended for physician-educators who teach medical students and residents obstetrics, gynecology and women’s health, as well as others interested in the field.

The seminar is highly regarded for providing an excellent opportunity for educators to energize while also networking with other physician educators actively engaged in the pursuit of excellence in medical education.

The 2020 theme, “APGO 2020: A Clear Vision for the Future” will encompass the following subthemes:

**EXEMPLARY PROGRAM CO-CHAIRS**

Elise Everett, MD, MSc, Margaret McKenzie, MD, MS, and Christopher Morosky, MD, MS, in concert with the APGO Undergraduate Medical Education Committee (UMEC).

The 2020 APGO Martin L. Stone, MD, Faculty Development Seminar, “APGO 2020: A Clear Vision for the Future,” is intended for physician-educators who teach medical students and residents obstetrics, gynecology and women’s health, as well as others interested in the field.

The seminar is highly regarded for providing an excellent opportunity for educators to energize while also networking with other physician educators actively engaged in the pursuit of excellence in medical education.

The 2020 theme, “APGO 2020: A Clear Vision for the Future” will encompass the following subthemes:

- Exposing unconscious bias
- Promoting diversity and inclusion
- Cultivating a positive learning environment
- Uncovering the hidden curriculum
- Preventing learner mistreatment
- Recognizing and treating moral injury (burnout)
- Tackling assessment and grading challenges
- Fortifying your feedback

**PROGRESSIVE LENS**

- Transforming faculty development
- Championing curricular change
- Health systems science
- Interprofessional education
- Entrustable professional activities
- Longitudinal integrated clerkships
- Integration of basic science and clinical care
- Patient safety and quality improvement
- UME - GME transition
- Wellness
- Strengthening simulation
- Utilizing innovation
- Technology
- Product patents
- Creating accurate assessment tools
- Bridging generational teachers and learners
- Providing education locally, regionally and globally in low resource settings

**KEEPING AN EYE ON YOU**

- Focusing on promotion
- Observing ourselves and our learners
- Creating a culture of well-being and resiliency
- Optimizing educational career development
- Using the science of teaching and learning to produce educational scholarship
- Developing mentors and coaches
- Building dynamic and functional teams
- Nurturing professional identity formation in our learners and ourselves

**PROPSED ORAL WORKSHOP**

**EDUCATION REVIEW (POWER) PROGRAM**

(By invitation only)

**Monday, January 13, 2020**

This program allows first-time authors an opportunity for mentoring by presenting their proposals to senior APGO FDS faculty members for future workshop submissions.

- Robert Dean, MD, Ross University Medical School
  Cardinal Movements of Labor Reimagined: Making Those Square Pegs Flow Through Those Ovals and a Simple Basic Method of Delivering a Baby for Medical Students and Intern Bootcamp
- Jennie Krasker, MD, Beth Israel Deaconess Medical Center Harvard Medical School
  Enhancing Student Integration on L&D with Simulation of Clinical and Non-Clinical Aspects of a Labor
- Anthony Shanks, MD, MS, Indiana University School of Medicine
  Taking the Shades Off: Opening Eyes to Learner Mistreatment
- Emery Salom, MD, Florida International University College of Medicine
  Workplace-Based Assessments for the Core EPAs: Making ad hoc Entrustment Decisions Through Direct Observation

**PROGRAM SCHEDULE & FORMAT**

Plenary sessions, interactive workshops and breakfast round table discussions are included in this informative four-day seminar. Engaging, knowledgeable speakers have been chosen for their skills and expertise in the focus topic areas.

The program begins on Saturday, January 11, 2020, with registration and a networking reception. From Sunday to Tuesday, enjoy plenary and breakout sessions, as well as breakfast each morning. The popular Lunchtime Learning Session will be held from 1:00 PM–2:15 PM Sunday, January 12. (Additional fee required.)

**Register Now! www.apgo.org/2020FDS**

**MEETING REGISTRATION FEES**

- APGO Member ................................................................. $595
- 2nd APGO Member (same institution) ......................... $575
- Resident ................................................................. $595
- Medical Student ..................................................... $285
- Non-Member ............................................................... $795
- On-Site APGO Member .................................................. $695
- On-Site Non-Member .................................................. $895

The registration fee includes instruction, online syllabus, a welcome reception, breakfast each morning and refreshment breaks each day. Please note: There is an extra fee for the Susan M. Cox, MD, Clerkship Directors’ School, Lunchtime Learning Session, Fitness Fiesta Fundraiser, and for guest attendance at the Welcome Reception and daily breakfasts. Guests are welcome to purchase tickets for the Fitness Fiesta Fundraiser as well.
In an effort to be environmentally friendly, 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 materials to their devices prior to the meeting. Participants are asked to charge personal electronic devices before the sessions.
SUSAN M. COX, MD, 
CLERKSHIP DIRECTORS’ SCHOOL 101 & 201

APGO renamed the Clerkship Directors’ School the Susan M. Cox, MD, Clerkship Directors’ School in January 2019 to honor the endowment of longtime APGO leader, Susan M. Cox, MD, and her husband, Doug Morris.

Doctor Cox has served as a volunteer leader of APGO in many capacities. She has been a member of the Testing and Self-Assessment Committee, Undergraduate Medical Education Committee and Board of Directors. She also served as Chair of the Capstone and Development Committees and as editorial faculty on modules in the APGO Educational Series on Women’s Health Issues. Doctor Cox was APGO President from 2007-2008 and in 2014 was honored with the APGO Lifetime Achievement Award.

The Susan M. Cox, MD, 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. Although this course is designed with the basics in mind, clerkship directors of all levels of experience, as well as those considering becoming a clerkship director, will benefit from these interactive sessions. Part 301 is held during the CREOG & APGO Annual Meeting. Completion of all three components of the Susan M. Cox, MD, 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 after the completion of the 301 program.

Course Directors
LaTasha Craig, MD
Shireen Madani Sims, MD
Susan Cox, MD

Participating UMEC Faculty
B. Star Hampton, MD (UMEC Chair)
Elise Everett, MD, MSc
Angela Fleming, DO
Scott Graziano, MD, MS
Laura Hopkins, MD, MSc
Margaret McKenzie, MD, MS
Helen Morgan, MD
Christopher Morosky, MD, MS
Celeste Royce, MD

REGISTRATION
To register for 101 & 201 of the Susan M. Cox, MD, Clerkship Directors’ School, visit www.apgo.org/2020FDS.

APGO MEMBER: 
Advance............................................... $375
On-Site................................................... $425

NON-MEMBER: 
Advance............................................... $425
On-Site................................................... $550

CDS 101: THE BASICS
Calusa FGH

6:30 AM-7:00 AM
Registration and Continental Breakfast

7:00 AM-7:20 AM
Introductions, Overview and Pre-Meeting Survey
LaTasha Craig, MD, Shireen Madani Sims, MD, Susan Cox, MD

7:20 AM-7:40 AM
The UME Framework and You
LaTasha 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
- Introduce the Liaison Committee on Medical Education (LCME) requirements impacting the clinical clerkship
- Understand the role of the clerkship director in implementing the LCME requirements

7:40 AM-9:00 AM
Nuts and Bolts: Anatomy of a Clerkship
UMEC Faculty

Précis: This session will provide a round table, interactive approach to a step-by-step walk through 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 the clerkship
- Understand the required components of a clerkship
- Gain awareness of common challenges and solutions encountered in the clerkship

Topics Covered:
- Comparability Among Clinical Sites (Element 8.7)
  Elise Everett, MD, MSc, Christopher Morosky, MD, MS
- Providing Formative Feedback (Elements 9.5, 9.7)
  B. Star Hampton, MD, Celeste Royce, MD
- Summative Evaluation (Elements 9.8, 12.1)
  Shireen Madani Sims, MD, Helen Morgan, MD
- Identifying and Monitoring Required Clinical Experiences (Element 6.2, 8.6)
  Laura Hopkins, MD, MSc, Scott Graziano, MD, MS
- Preparing all Teachers for the Clerkship (Elements 9.1, 8.3, 6.1)
  Angela Fleming, DO, Margaret McKenzie, MD, MS

9:00 AM-9:15 AM
BREAK

9:15 AM-11:00 AM
Special Focus Topics

Précis: These sessions will explore in more detail the fundamentals of course administration and curriculum. Faculty are current Undergraduate Medical Education Committee members.

Clerkship Resources: Techno Teaching Tools Avalanche
Christopher Morosky, MD, MS

- Review online APGO resources and other open source teaching tools available for medical education
- Sample some of these teaching technologies and become familiar with their use
- Discuss methods for incorporating web-based teaching tools into your curriculum
Evaluating Clerkship Quality and Efficacy
B. Star Hampton, MD
- Identify important stakeholders in clerkship quality and efficacy
- Identify outcomes which are important to these various stakeholders
- Review ways to obtain this data
- Consider resources available and methods to improve outcomes

Educator’s Portfolio
Shireen Madani Sims, MD
- Know the key components of an Educator’s Portfolio (EP), and what information to include in each
- Understand how an EP can be incorporated into advancement and promotion, as well as how it can be used for self-reflection and self-improvement
- Create or improve your EP

Optimizing the Learning Environment
Elise Everett, MD, MSc
- Discuss LCME requirements on the learning environment and mistreatment
- Identify obstacles to a positive learning environment
- Review types and sources of medical student mistreatment
- Become familiar with APGO and other resources to combat mistreatment and create a positive learning environment

CDS 201: BEYOND THE CURRICULUM
Calusa FGH

11:00 AM-11:50 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 small-group sessions will allow participants to explore two topics in detail with small groups.

Learning Objective: Understand opportunities and challenges for a clerkship director through round table discussions.

Topics Covered:
- Clerkship Orientation
  Shireen Madani Sims, MD
- Determining Your Clerkship Grading Components and Structure
  LaTasha Craig, MD
- Millennial Learners
  Laura Hopkins, MD, MSc
- Learner Prioritization
  Christopher Morosky, MD, MS
- Writing Letters of Recommendation
  Margaret McKenzie, MD, MS

11:50 AM-12:00 PM
BREAK

12:00 PM-12:55 PM
Lunchtime Panel: The Doctor’s In! Mistreatment, Professionalism and More
Facilitator: Helen Morgan, MD
Panel: Susan Cox, MD, Scott Graziano, MD, MS, Celeste Royce, MD
Précis: Our panel will address common problems and suggested corrections and improvements. The attendees can bring problems they are experiencing in mistreatment and professionalism issues in the clerkship to the panel for advice.

Learning Objectives:
- Gain awareness of common challenges in clerkship mistreatment and professionalism issues
- Become familiar with resources available to help solve challenges
- Develop solutions for challenges in clerkship mistreatment and professionalism issues

12:55 PM-1:15 PM
Career Development and Advancement
Susan Cox, MD
Précis: Participants will learn strategies to achieve career advancement and promotion.

Learning Objectives:
- Determine the tracks used at your school for promotion decisions
- Sample metrics of criteria for promotion
- Build a foundation for educational scholarship

1:15 PM-2:00 PM
Innovation Station
Elise Everett, MD, MSc, Christopher Morosky, MD, MS, and UMEC 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 simulation that can be incorporated in 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
PROGRAM

SATURDAY, JANUARY 11, 2020

7:30 AM-3:00 PM
REGISTRATION
Calusa Prefunction

6:45 AM-2:00 PM
SUSAN M. COX, MD,
CLERKSHIP DIRECTORS’ SCHOOL 101 & 201
Calusa FGH
(Separate registration fee required)

6:00 PM-8:00 PM
WELCOME RECEPTION
Waterfall Pool Deck

SUNDAY, JANUARY 12, 2020

6:00 AM-2:30 PM
REGISTRATION
Calusa Prefunction

6:30 AM-1:00 PM
EXHIBIT HOURS
Calusa Prefunction

6:30 AM-7:00 AM
BREAKFAST
Calusa Prefunction

7:00 AM-7:30 AM
WELCOME
Presentation of the William N.P. Herbert, MD,
Promising Educator Award
Calusa DE

7:30 AM-8:25 AM
MARTIN L. PERNOLL, MD, EDUCATOR
PLENARY
Calusa DE
Changing Educational Culture
Gary Dunnington, MD
Professor, Chair of Surgery, Indiana University School of Medicine
Changing educational culture requires a systematic process involving understanding the current culture, raising the bar, evaluation of performance, identification of bright spots and coaching of outliers. At every step in the process it is critical to make it easy to do the right thing.

8:25 AM-8:35 AM
REFRESHMENT/EXHIBITS BREAK
Calusa Prefunction

8:35 AM-9:30 AM
PLENARY
Calusa DE
A Clearer Vision for 2020: Your Strengths, Your Leadership
Idahlynn Karre, PhD
CEO & President, The Council of Healthcare Leadership
This high energy, active engagement Plenary Session will engage you in a conversation on specific evidence-based strategies emerging from the research on personal well-being and engaged leadership. We will begin with a focus on managing your energy for personal well-being. We will help you focus your energy on your talents and strengths by encouraging you to understand and maximize your unique strengths while simultaneously looking for and leveraging the talents and strengths of others. Prior to the Plenary you will receive a code to complete an online survey resulting in an assessment of Your Top Five Strengths. The results of the survey, the Gallup Organization’s Clifton StrengthsFinder Survey, will be the foundation for our conversations in this session and the workshop that follows.

9:30 AM-10:00 AM
REFRESHMENT/EXHIBITS BREAK
Calusa Prefunction

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

Calusa C
Expanding from Awareness Through Skills
Eddie Erlandson, MD
This workshop will cover the experiential building of awareness and the dynamics of effectiveness (and ineffectiveness), as well as offer practical tips for your work.

Calusa B
Helping Medical Students Recognize the Effects of Their Biases on Patient Care
Hedwidge Saint Louis, MD, MPH, Amber Watters, MD, Colby Previte, MD
This workshop will help participants identify how biases and prejudices impact clinical interaction with patients and provide them with tools to assist educators and learners to identify bias through supportive and constructive discussion about implicit bias.

Calusa A
Bring the Details Into Focus: Incorporate a “Case of the Week” in Your Curriculum
Sarah Shaffer, DO, Michael Haugsdal, MD
Topics not seen with the “naked eye” were brought into focus by adding weekly online case-based learning activities to the six-week ob-gyn clerkship. The “Case of the Week” includes a clinical case as well as the “progressive lens” of a foundational science question and a clinical science question, followed by an educational handout detailing the principle learning points of each topic.

Calusa F
Elevating Your Leadership Development by Perfecting Your Educator Elevator Speech
Nadine Katz, MD, Nancy Hueppchen, MD, MSc, John Dalrymple, MD
Concise effective communication utilizing an elevator speech can maximize advancement opportunities resulting from a well-articulated professional mission statement.
Calusa G
Teaching Cultural Humility to Medical Students by Building Cross-Cultural Patient Education Tools
Anne Dougherty, MD, Alexandra Miller, Medical Student
Medical students can learn cultural humility through the process of developing a cross-cultural patient education tool, which provides an opportunity to struggle through essential considerations and pitfalls of cross-cultural communication. Participants in this workshop will create a patient education model and thereby gain an experiential understanding of critical features of the process.

Calusa H
Bringing Student Developed QI Projects Into Closer View During the Third Year Clerkship
Neda Etezadi-Amoli, MD, James Cook, MD, Christine Kim, MD
This workshop will focus on using student-developed Quality Improvement (QI) projects during the third-year medical student clerkship to build an understanding for health systems science and provide participants with the tools to create, implement and evaluate QI assignments.

11:30 AM–12:45 PM
WORKSHOP SESSION #2

Calusa C
Using Your Strengths to Manage Your Energy and Bring Out the Best in Others
Idahlynn Karre, PhD
We will deepen the conversation from the Plenary Session and focus on your specific strengths during this workshop. We will be working through your personalized report, the philosophy of strengths, evidence-based research and best practices for being a strengths-based leader.

Calusa B
Blindsided by the Match? How Best to Prepare Your Students for the Increasingly Competitive World of the Ob-Gyn Match
Lindsay Snyder, MD, Corinne Bazella, MD, Veronique Tache, MD
How can we best prepare our students for a successful match? This workshop will highlight increasing challenges facing medical students applying to the ob-gyn match. We will discuss real world solutions that are applicable to students at different institutions and of varying competitiveness.

Calusa A
Improving Your Basic Sciences Refractive Power with a Focus on Incorporating the Clinical Sciences
Angela Liang, MD, Christopher Morosky, MD, MS, Sarah Milton, MD, MS
Development within medical education has led to efforts to integrate the basic sciences with clinical medicine. This interactive workshop will provide examples and guide creation of innovative curricula of integrating clinical medicine with the basic sciences in the pre-clinical basic science curriculum.

Calusa F
SERIOUS PLAY® Intermediate Level: Collaborative Play Using LEGO® Elements to Build a Dynamic Team
David Banh, MD, James Cook, MD
SERIOUS PLAY® Intermediate Level expands upon the basic concepts of SERIOUS PLAY using advanced techniques to expand individual narrative play to collaborative play, which encourages team-building and leadership through a shared understanding of the participants’ team dynamics.

Calusa G
No Blurry Lines: Creating a Clear Vision for LCME Accreditation Visits
Margaret Dow, MD, Petra Casey, MD
Liaison Committee on Medical Education accreditation visits require thorough preparation, including familiarity with medical school leadership and governance as well as pertinent LCME standards, management of clerkship site comparability, and specific interview skills.

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

Calusa DE
Leading at the Edge: The Journey of Effective Leadership in Health Care
Eddie Erlandson, MD
Director of Leadership & Coaching, Associate Professor, University of Texas at Austin Dell Medical School
Leadership effectiveness in health care is even more important as we seek to transform our health care education, system and delivery. Commitment to personal and professional effectiveness embodies a journey of awareness, commitment, skills and measurable outcomes. This journey must begin in our medical school curriculum and carry through our graduate programs into practice. Providing a framework and skills for this path is the commitment of the new Dell Medical School, and I seek to share this experience and challenge with you.

4:00 PM–6:00 PM
(Fitness warm up at 3:45 PM)
FITNESS FIESTA FUNDRAISER
Royal Palm Courtyard
See page 19 for details.
MONDAY, JANUARY 13, 2020

6:00 AM-2:00 PM
REGISTRATION
Calusa Prefunction

7:00 AM-1:00 PM
EXHIBIT HOURS
Calusa Prefunction

7:00 AM-8:00 AM
PRESIDENT’S BREAKFAST SESSION
Calusa DE

Mirror, Mirror, on the Wall: What is My Professional Identity After All?
Maya Hammoud, MD, MBA
Professor, Associate Chair for Education, University of Michigan
The medical field is in a state of constant change. This change affects teachers, learners and patients. In the era of exploding scientific knowledge, technological advancement, telemedicine, work hour restrictions, physician burnout, social media, #MeToo movement and millennials, the ability to define our role as a specialty is in flux. This session will explore the changes our profession faces as we move into the third decade of this millennium and how we will define our professional identity.

8:00 AM-8:30 AM
ANNOUNCEMENTS, INTERNATIONAL SCHOLARS REPORTS AND APGO RESOURCES UPDATE
Calusa DE

2020 International Grant Recipients
Rebecca Bolade Ibine, MD
Family Health University College of Medicine, Ghana
Diomede Ntsumbumbumuyange, MD
University of Rwanda, Republic of Rwanda

8:30 AM-9:25 AM
PLENARY
Calusa DE

Applying Branding Principles for Authentic Leadership
Renee Gosline, PhD
Senior Lecturer, Research Scientist, MIT Sloan School of Management
Cognitive associations and heuristics—the shortcuts provided by the subconscious in decision-making—are often at the root of the impressions we make. But research from behavioral economics shows that these heuristics may be biased and affect our judgments and the way others judge us in return. How can a leader avoid these cognitive traps? Leveraging behavioral science, we will identify strategies that can help leaders make authentic connections with various audiences. We will explore how each of us can take a mindful approach as a leader to empower teams so that everyone fulfills their potential.

9:25 AM-10:30 AM
PLENARY
Calusa DE

Diversity 3.0: Staying the Course
Marc Nivet, EdD, MBA
Executive Vice President for Institutional Advancement,
University of Texas Southwestern Medical Center
The future of medicine depends on its ability to embrace diversity—leveraging all of the talents, abilities and skill sets of the people who have yet to even think about opportunities working in health care and as physicians. But to get there, leaders must do more than just recruit and retain a disparate group of people. Diversity 3.0 is about creating a culture within universities, medical practices and in institutions that allows individuals to thrive. To do so, leaders must challenge their own biases and “get comfortable with being uncomfortable.” Only then can they truly move their organizations toward excellence.

9:35 AM-10:30 AM
PLENARY
Calusa DE

Diversity 3.0: Staying the Course
Marc Nivet, EdD, MBA
Executive Vice President for Institutional Advancement,
University of Texas Southwestern Medical Center
The future of medicine depends on its ability to embrace diversity—leveraging all of the talents, abilities and skill sets of the people who have yet to even think about opportunities working in health care and as physicians. But to get there, leaders must do more than just recruit and retain a disparate group of people. Diversity 3.0 is about creating a culture within universities, medical practices and in institutions that allows individuals to thrive. To do so, leaders must challenge their own biases and “get comfortable with being uncomfortable.” Only then can they truly move their organizations toward excellence.

10:30 AM-11:00 AM
REFRESHMENT/EXHIBITS BREAK
Calusa Prefunction

11:00 AM-12:15 PM
WORKSHOP SESSION #3
Calusa A

On the Lookout: Use of Debriefing with Clerkship Students to Aid in Wellness and Resiliency
DaCarla Albright, MD, Holly Cummings, MD, MPH
This workshop will introduce, define, and describe the use of debriefing tools in medicine, highlight its application and benefits in the clerkship setting, and provide participants tools to initiate similar programs at their own institutions.

Calusa B

Creating Gender Inclusivity: A Primer on Transgender and Gender Non-Binary Health Care
Anne Dougherty, MD, Julie Nicole, MD
Transgender and gender non-binary health care is often neglected in medical education. Through a series of interactive and reflective exercises, participant confidence in caring for trans and non-binary people will increase after this workshop.

Calusa C

Eyes on the Prize: Teaching Students to Manage Obstetric Emergencies and Improve Patient Safety
Alicia Wizwulis, MD, Johanna Bringley, DO, Fatima Daoud, MD
This interactive session provides clerkship directors with a creative approach to improving faculty preparedness and consistency in dealing with challenging clerkship issues.

Calusa F

Seeing Eye to Eye: Maximize Your Mentorship Relationships with Millennial Learners
Helen Morgan, MD, Nicholas Raja, Medical Student, Scott Graziano, MD, MS
This interactive workshop will review myths, realities and best practices for mentoring millennial learners, with the goal of optimizing mentorship benefits for both the mentor and the mentee.

Calusa G

Clerkship M&M: Looking Forward Through the Rear View
Katerina Shvartsman, MD, Andrew Thagard, MD, Sarah Page-Ramsey, MD
This interactive session provides clerkship directors with a creative approach to improving faculty preparedness and consistency in dealing with challenging clerkship issues.
Calusa H
Looking Into the Future: How to Develop a Medical Education Podcast and Navigate Social Media
Fei Cai, MD, R. Nicholas Burns, MD, Bridget Kelly, MD
Podcast learning has become widely popular through the free open access medical education movement and social media. This interactive workshop will review the background of creating a highly successful podcast series, present the knowledge needed to produce a podcast, and give attendees a chance to practice their skills to make their own podcast and share it with the world.

WORKSHOP SESSION #4

12:30 PM-1:45 PM
Calusa A
Get Laser Focused: Essentialism for the Medical Educator
Laura Mercer, MD, Alson Burke, MD
Being asked to take on new work feels like success but saying yes to too many things can be a detriment to job satisfaction and quality of work. Join us for a discussion of what author Greg McKeown calls “The Disciplined Pursuit of Less,” and see if essentialism is right for you.

Calusa B
Blind, or Sight Without Vision? Building a Professional Learning Environment with 20/20 Vision
Aba Coleman, MD, Bani Ratan, MD, Jocelyn Greely, MD
This workshop will empower participants with information and tools to define professionalism with perfect vision. Participants will work together to create action items to begin a professionalism curriculum in their home institutions.

Calusa C
Visualizing Quality Challenges and Using Corrective Refraction to Focus Change
Patrick Ramsey, MD, Carey Eppes, MD, MPH
This interactive session will provide an overview of an approach to educate medical students, residents and colleagues about processes related to quality improvement initiatives and offer a tool kit for local implementation.

Calusa F
Academic Promotion Strategies for Clinician-Educators: A Hands-On Workshop
Marjorie Greenfield, MD, Sandra Dayaratna, MD, Nadine Katz, MD
This hands-on interactive workshop will help clinician-educators understand the promotions process, identify specific requirements of their institutions, and achieve, track, and effectively document activities that “count” towards promotion.

Calusa G
Aloe on the Burn: Using Grade Appeals to Help Learners Improve
Rebecca Hunt, MD, Sara Petsruska, MD
This workshop will reduce the frequency and stress of grade appeals. It will provide practical solutions for clerkship directors and make the grade appeal process more meaningful for students.

Calusa H
Focus on YoUterus: Using Art to Improve Teamwork, Communication and Professional Identity Formation
Elise Everett, MD, MSc, Archana Pradhan, MD, MPH, Jessica Chung, MD
During this workshop, participants will explore the concepts of teamwork, communication and professional identity through art. In teams of five to ten, participants will work together to achieve a common goal with varying objectives.

Calusa DE
Film Session
Moderators: Helen Morgan, MD, Christopher Morosky, MD, MS
1. Cognitive Biases in Clinical Medicine
   Celeste Royce, MD, John Dalrymple, MD
2. Pardon the Imbrication: C-Section Walkthrough
   Adam Baruch, MD, Katherine Peng, MD
3. Using Surgical Videos to Expand the UCSF Medical Student Curriculum in Ob-Gyn
   Mary Kathryn Abel, Medical Student, Gabriela Weigel, Medical Student, Jeannette Lager, MD, MPH

2:00 PM-5:00 PM
MEDICAL EDUCATION RESEARCH CERTIFICATE PROGRAM SESSION
Blue Heron
Searching and Evaluating the Medical Education Literature
Larry Gruppen, PhD

TUESDAY, JANUARY 14, 2020

6:00 AM-11:00 AM
REGISTRATION
Calusa Prefunction

7:00 AM-8:00 AM
BREAKFAST ROUND TABLE SESSIONS
Tables 1-5: Calusa C
Tables 6-10: Calusa B
Tables 11-15: Calusa H
Tables 16-19: Calusa G

Calusa C
ROUND TABLE #1
Through the Looking Glass: Into Intern Year and the Postpartum Floor Patient Calls
Helen Dunnington, MD
This round table will provide attendees with a template for a workshop to prepare fourth year medical students for common calls they will encounter during intern year.

ROUND TABLE #2
Avoiding Blind Spots: Utilizing Residents as Clerkship Liaisons to Promote a Positive Learning Environment
Kelsey Polmateer, MD
This round table will prepare participants to institute a Resident Clerkship Liaison position to help promote a positive learning environment between the undergraduate and graduate medical education arenas.

ROUND TABLE #3
Sneaky Faculty Development
James Cook, MD
This round table will provide participants with examples of creative or “sneaky” faculty development that can be utilized when there is limited additional time or money for formal faculty development.
ROUND TABLE #4
Keep an Eye on You: Vice Chair for Education and Other Educational Leadership Positions for Mid-Level Faculty and Beyond
B. Star Hampton, MD
Participants will discuss options for educational leadership roles beyond clerkship director and program director. Specific discussion of scope of roles as well as tips and advice for participants considering roles will be reviewed.

ROUND TABLE #5
Promoting Diversity and Inclusion: Examining Gender Differences in Ob-Gyn Education and Recruitment
LaTasha Craig, MD
This round table will discuss factors contributing to gender differences in performance and experience on the ob-gyn clerkship as well as strategies to overcome these gender disparities and recruit more males into ob-gyn.

Calusa B
ROUND TABLE #6
Using a Multifocal Lens: Bridging the Gap Between Generations Using Patient Centered Rounds on L&D
Jocelyn Greely, MD
This round table will empower participants to re-introduce patient centered rounding on Labor and Delivery. Bedside rounds have been a thing of the past, but we will show how bringing back this generational norm will help minimize error and frustration when working with teams.

ROUND TABLE #7
Keeping an Eye on the Future: Setting Our Faculty Up for Success in Education
Nirupama DeSilva, MD
We will discuss techniques on how to set our faculty educators up for success in medical teaching. Techniques will include methods to optimize personal qualities and styles, and also methods to coach other teachers via the R2c2 evidence-based performance feedback model.

ROUND TABLE #8
A Medical Student and Resident Led Women’s Health Clinic in a Local Underserved Community
Amita Kulikarni, MD
This round table will describe an innovative, reproducible model for an ob-gyn medical student and resident-led women’s health clinic. Trainees of varying levels, supervised by a faculty preceptor, care for underserved patients in the local community while gaining valuable clinical and teaching experience.

ROUND TABLE #9
Data Driven Fourth Year Mentorship
Katie Lackritz, MD
Use data driven mentorship to help give precise and accurate advice to the fourth year students who are applying to ob-gyn. Help your star students and your challenging students find the best matches for them.

ROUND TABLE #10
A Glimpse Into Our World for Pre-Clinical Students
Monica Henning, MD
In this round table we will discuss how to design a pre-clinical student workshop that introduces them into our ob-gyn world. This includes using the ob-gyn student interest group to sponsor, getting buy-in from the medical school and your department, utilizing the school’s simulation center, involving residents as teachers, as well as hands on stations of: performing D&C on a papaya, inserting IUDs into pelvic models, birthing simulations, Ultrasound demonstrations, knot tying, and suturing pigs’ feet. Discuss what others have done at their institutions and what can be done to improve it.

Calusa H
ROUND TABLE #11
It’s Time for Bifocals! Managing Your Clerkship Both Locally and Regionally
Megan Christman, DO
The landscape of medical schools is constantly evolving and now more than ever clerkship directors are called upon to manage sites that are a great distance from their home institution. We will discuss the importance of appointing regional site leaders, doing annual site visits to generate buy-in from preceptors who may not have affiliations with the home university, performing centralized orientations and ways to incorporate regionally stationed students into APGO case discussions utilizing technology.

ROUND TABLE #12
A Clear Focus: Strategies for Preparing Medical Students for Oral Case Presentations
Renee Eger, MD
This will be an interactive round table for educators and course directors on strategies for guiding students through preparation and delivery of an oral presentation. Challenges facing educators and learners will be explored and tips for preparing students, ensuring educational value, and giving valuable feedback will be reviewed.

ROUND TABLE #13
Shining a Light on Learner Mistreatment: How to Empower Learners
Katherine Lane, Medical Student, Heather Hohmann, MD
Addressing learner mistreatment is a critical aspect of fostering a positive learning environment for medical students. Attendees will learn how to facilitate discussions about mistreatment and the learning environment with medical students. An emphasis will be placed on how to help learners recognize, respond to and report mistreatment.

ROUND TABLE #14
Implementation of the AAMC’s Core EPA in Ob-Gyn Clerkships
Rebeca Martinez, MD, MHE
Assessment of Core Entrustable Professional Activities for entering residency (core EPAs) require direct observation in the workplace to render ad hoc entrustment decisions. This session will provide participants with perspective from the national Core EPA pilot as well as our institution which has developed instruments and technology to support the implementation of a workplace-based assessment (WBA) program centered on the Core EPAs. Discussion of barriers and solutions, faculty development, learner engagement, and curriculum and assessment implications will be addressed.
ROUND TABLE #15
Improving the Clinical Learning Environment and Helping Students Become Teachers Through One Innovative Course
John Poehlmann, MD
We propose a course for final-year medical students to mentor their junior peers on labor and delivery in order to develop teaching skills, provide guidance and establish a positive learning environment in an unpredictable, fast-paced environment.

Calusa G
ROUND TABLE #16
Machine Learning: What the Ob-Gyn Needs to Know About This New Technology and Innovation
Alexis Gimovsky, MD
This round table will provide participants with the discovery of how machine learning (how computers create algorithms without being specifically programed) can help the science of medicine, improve patient health and aid provider decision making without sacrificing the art of diagnosis and treatment.

ROUND TABLE #17
Cultivating Diversity and Inclusion: Being an Effective Faculty Ally Nicole Bender, MD
This round table will allow discussion and engagement for faculty who are unsure how to be allies for students and residents from backgrounds traditionally underrepresented in medicine.

ROUND TABLE #18
Helping Quiet Students Shine on Their Ob-Gyn Clerkship Zimeng Gao, MD
Helping quiet students feel comfortable quickly on their ob-gyn rotation will increase their satisfaction. It will also help recruit a more diverse group of applicants to our field. The session will give specific interventions to try to assist all students thrive in their clinical rotation.

ROUND TABLE #19
Networking Table
Note: This table is reserved for those who would like to eat breakfast without participating in a round table discussion.

8:10 AM–8:25 AM
ANNOUNCEMENTS
Calusa DE

8:25 AM–9:25 AM
PLENARY
Calusa DE
Ob-Gyn Surgical Training: Where Are We Now and Where Are We Going?
Dee Fenner, MD
Bates Professor & Chair, University of Michigan
This session will review the current state of surgical training in ob-gyn residencies. We will discuss the impact of sub-specialization, pay for performance, surgical innovation (robotics), and volume-based credentialing on future surgical training and practice. What is the evidence and how can we mold training to meet the needs of our learners and patients?

9:45 AM-11:00 AM
WORKSHOP SESSION #5

Calusa A
Promoting a Growth Mindset in Ourselves and Our Learners: Improving Learning Through Focus More on Effort Than Ability
Elaine Hart, MD, Colby Previte, MD, Andrea Bodine, MD
Participants will learn about the growth versus fixed mindset and identify which mindset is their predominant mindset. They will learn about the difference between ability and effort and how inherent ability can actually hinder our effective learning. After identifying their predominant mindset, attendees will utilize scenarios to practice curtailing reversion back to the fixed mindset and to practice identifying ways we can help our learners and ourselves adopt more of a growth mindset.

Calusa B
What’s in Your Blind Spot: An Ob-Gyn Medical Education Crisis?
Joseph Kaczmarczyk, DO, MPH, MBA, David Forstein, DO, Nadine Katz, MD
This highly interactive session will provide the opportunity to take home the fundamental knowledge and a customizable template of a Crisis Management Manual to manage and lead during an ob-gyn medical education crisis, an essential skill for the contemporary medical educator.

Calusa C
Serious Escape Room Game for Undergraduate Student Groups
Peter Fedorcsak, MD, PhD, Melinda Raki, MD, PhD, LaTasha Craig, MD, Christopher Morosky, MD, MS
Participants of this workshop can try a serious live-action team-based game designed to promote clinical problem-solving in small groups. Participants will also receive resources and tips to implement the game at their home institutions.

Calusa F
Turning the Lens Inward: Using Strengths Identification to Improve Team Work, Performance and Patient Care
Margaret Dow, MD, Helen Morgan, MD, Bruce Alfred
Strengths-based work is an approach to personal and team performance that improves engagement, communication and job retention. Acquiring the skills and attitudes to apply this approach personally and share it with others is fast and simple.

Calusa G
Eliminate Remediation Blind Spots and Define a Clear Path to Success for Medical Learners
Alison Brooks, MD, Melissa Mendez, MD, Emily Vinas, EdD
This workshop will provide participants with tools to identify the struggling medical learner and methods to implement remediation plans for professionalism and academic failure.

Calusa H
A Simple, Low-Cost Pelvic Model: A Vision for Effective Anatomy Education in Any Setting
Jennifer Goedken, MD, Britton Chahine, MD
This workshop will provide participants with the materials to create a simple, low-cost pelvic model that can be used to effectively teach pelvic anatomy related concepts in any setting.

1:00 PM–4:00 PM
MEDICAL EDUCATION RESEARCH CERTIFICATE PROGRAM SESSION
Blue Heron
Scholarly Writing: Publishing Medical Education Research
Larry Gruppen, PhD
HOTEL AND ROOM RATE INFORMATION
Hyatt Regency Coconut Point Resort and Spa
5001 Coconut Road
Bonita Springs, Florida 34134
(239) 444-1234

See www.apgo.org/2020FDS to make online hotel reservations (preferred). You may also call (239) 444-1234; be sure to identify yourself with the APGO Faculty Development Seminar.

SPECIAL APGO ROOM RATE: $289/NIGHT
A block of rooms has been reserved at the Hyatt Regency Coconut Point Resort and Spa. Room reservations must be made by Monday, December 9, 2019 (rooms may sell out before this date). 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. Please note, all attendees must register for the meeting before making hotel reservations. Go to www.apgo.org/2020FDS to register.
All hotel reservations must be guaranteed with a major credit card. Cancellations must be made four days prior to arrival to avoid a one-night penalty.

AIR TRAVEL
The closest airport is Southwest Florida International Airport (RSW).

TRANSPORTATION TO THE HOTEL
Car service and cabs are available from the airport. Call the hotel at (239) 444-1234 for assistance in arranging transportation.

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

ATTIRE
Casual attire is encouraged during meeting sessions.

SMOKING POLICY
Smoking is not permitted at APGO meetings.

MEETING CANCELLATIONS
All registration and ticket cancellation, substitution and refund requests must be made in writing. Cancellations received on or before December 11, 2019, will result in a refund minus a 25% administrative fee. No refunds will be issued after December 27. Submit refund requests to apgoadmin@apgo.org. Refunds will not be given for no-shows. In rare cases, exceptions may be made. Any requests for exceptions to the cancellation/refund policy must be submitted in writing by the registrant with appropriate documentation no later than January 31, 2020. After that time, no refund exceptions will be considered.

APGO MEETING AND EVENT CODE OF CONDUCT
To ensure a safe, welcoming and constructive environment, the Association of Professors of Gynecology and Obstetrics (APGO) expects all meeting and event participants, including attendees, registered guests, vendors, exhibitors, speakers, APGO staff, volunteers, and all others to conduct themselves in a collegial, inclusive, and professional manner free from any form of discrimination, harassment, or retaliation. Creating a supportive environment to promote excellence in women’s health care through education at APGO meetings is the responsibility of all meeting and event participants.

Participants will refrain from any inappropriate statements or actions based on individual characteristics such as race, ethnicity, age, sexual orientation, gender identity or expression, marital status, nationality, political affiliation, ability status, educational background, or any other characteristic protected by law. Disruptive, intimidating or harassing behavior of any kind will not be tolerated. Unacceptable behavior includes but is not limited to inappropriate or intimidating behavior and language, unwelcome jokes or comments, unwanted touching or attention, offensive images, photography without permission, and stalking.

If you experience or witness any violations of this code of conduct policy please inform Molly Georgakis, CAE, APGO Executive Director at mgeorgakis@apgo.org or (410) 451-9569. APGO investigates all such allegations of harassment. Any participant who is determined to have engaged in harassment shall be subject to disciplinary action. Possible actions include verbal warning, ejection from the meeting without refund, notifying security personnel or law enforcement and prohibition from attending future events.

APGO will not retaliate against a participant for exercising their right to report harassment or for assisting in an investigation of a harassment allegation.

PHOTO/VIDEO RELEASE
During the APGO Martin L. Stone, MD, Faculty Development Seminar (FDS), attendees, vendors, guests and exhibitors may be photographed by the APGO photographer/videographer. These photos are for APGO use only, and may appear on the APGO website, in APGO publications, in APGO social media posts and in other print and electronic materials. By registering for FDS, you agree to the use of your likeness in this manner.

SPEAKER QUESTIONS
Kelly Toepper | ktoepper@apgo.org | (410) 451-9560

REGISTRATION QUESTIONS
Bonnie Fetsko | bfetsko@apgo.org | (410) 451-9560
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.

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
Martin L. Stone, MD, Faculty Development Seminar
MECOP designates this live activity for a maximum of 14.25 AMA PR Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Susan M. Cox, MD, 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 credit from the American College of Obstetrics and Gynecologists (ACOG).

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.

DAILY SIGN-IN
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.
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Effective Student Advising Series

9 pamphlets for ob-gyn faculty
- What makes a student a good fit for ob-gyn?
- Writing letters of recommendation
- Better mentor-mentee relationships
- Plus 6 more practical and timely topics

Available January 2020 at apgo.org

REGISTRATION IS NOW OPEN!
DON’T MISS THE CONFERENCE OF THE YEAR!

The Future is Back

CREOG & APGO Annual Meeting
FEBRUARY 26-29, 2020
Orlando, Florida

Register at www.apgo.org/2020caam
Get fit with family & friends! Sunday, January 12, 4:00 – 6:00 pm. Benefits the APGO Medical Education Endowment Fund.

Advance
Adults 18 and older $60
Kids 17 and under $20

On-site
Adults 18 and older $75
Kids 17 and under $25

Tickets: Get up and move after a full day at the APGO Martin L. Stone, MD, Faculty Development Seminar! Join us for a fitness conditioning class for all ages, levels and abilities led by fitness experts and founders of Beyond Motion®, Rick and Amy Lademann. Afterward, the fiesta continues with music, light hors d’oeuvres, cocktails and our famous APGO raffles. Plus, don’t miss the chance to dunk APGO leaders and staff to raise money for the APGO Medical Education Endowment Fund!

Register at www.apgo.org/2020fiesta

Fitness activity participants will receive a gift bag from Beyond Motion®.
Get fit with family & friends!

Sunday, January 12
4:00 – 6:00 pm

Tickets:
Advance
Adults 18 and older $60
Kids 17 and under $20
On-site
Adults 18 and older $75
Kids 17 and under $25

Get up and move after a full day at the APGO Martin L. Stone, MD, Faculty Development Seminar!

Join us for a fitness conditioning class for all ages, levels and abilities led by fitness experts and founders of Beyond Motion®, Rick and Amy Lademann. Afterward, the fiesta continues with music, light hors d’oeuvres, cocktails and our famous APGO raffles. Plus, don’t miss the chance to dunk APGO leaders and staff to raise money for the APGO Medical Education Endowment Fund!

Register at www.apgo.org/2020fiesta

Fitness activity participants will receive a gift bag from Beyond Motion®

Benefits the APGO Medical Education Endowment Fund
SAVE THE DATES!

2021 Martin L. Stone, MD, Faculty Development Seminar
JANUARY 9-12, 2021
Westin Kierland Resort & Spa
Scottsdale, Arizona

2022 Martin L. Stone, MD, Faculty Development Seminar
JANUARY 8-11, 2022
Ritz Carlton Amelia Island
Amelia Island, FL