

THE COUNCIL ON RESIDENT EDUCATION IN OBSTETRICS AND GYNECOLOGY  
(The American College of Obstetricians and Gynecologists)

creog **apgo**

THE ASSOCIATION OF PROFESSORS OF GYNECOLOGY AND OBSTETRICS

# Medical Education

WIZARDRY, INNOVATION AND MAGIC



March 8 – 11, 2017 • Orlando, FL

HYATT REGENCY ORLANDO

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FINAL PROGRAM

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## 2017 MEETING AT A GLANCE

### WEDNESDAY, MARCH 8, 2017

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

### THURSDAY, MARCH 9, 2017

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

5:15 PM–7:15 PM

APGO Annual Reunion Bash (\$)

### FRIDAY, MARCH 10, 2017

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

### SATURDAY, MARCH 11, 2017

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



# Medical Education:



## WIZARDRY, INNOVATION AND MAGIC

W

elcome to the 2017 CREOG & APGO Annual Meeting. Our 2017 meeting agenda is packed with opportunities to increase your skills as a leader and expand your perspective on women's health education.

This year's meeting, *Medical Education: Wizardry, Innovation and Magic*, will demonstrate CREOG & APGO's continued commitment to medical schools and students, residency training programs and residents, and *you*. We are glad you have joined us, and we extend our gratitude and appreciation to our program co-chairs, Patrice M. Weiss, MD, and Steven E. Swift, MD, for their leadership and contributions. They have developed a truly outstanding program for you.

The 2017 program will focus on implementing skills and techniques to mentor your colleagues, residents and learners in the areas of teaching and research. You will learn to utilize new skills to recognize and manage burnout, while fostering a learning environment of wellness within your program. You will also look at new ways to develop and enhance the increasing role of community-based physicians. You will have the opportunity to learn more about the economic environment of health care and its impact on medical education, as well as enhance your effectiveness as a teacher and educational researcher.

We are thrilled to have Sanjeev Arora, MD, Extension for Community Healthcare Outcomes (ECHO) Director, as our Wednesday plenary speaker. He will discuss how technology is used to leverage scarce health care resources and how specialists at academic medical centers can better attend to the most complex, high-risk patients using the ECHO model. Our 2017 Warren H. Pearse, MD, Lecturer is John R. Potts III, MD, who will address the evolution of the ACGME duty hour requirements that will become effective in 2017.

New in 2017 is Saturday's *Transition to Residency: Education and Simulation* workshop, led by Atul Grover, MD, the executive director of the Association of American Medical Colleges (AAMC). We hope you're staying for this exciting Saturday workshop to learn about tools to improve the transition to residency process for programs, schools and students.

We also look forward to welcoming you to our first joint CREOG & APGO fundraiser and hope you will join us to show your support and passion for women's health education while enjoying music, light snacks and cocktails with a healthy twist. Please do not forget to stop by the Exhibit Hall to check out the latest technology, software products, pharmaceuticals and other items of interest to enhance your educational programs.

We are so pleased that you could join us, and we are looking forward to hearing your feedback about this year's CREOG & APGO Annual Meeting.

Sincerely,

Tony Ogburn, MD  
CREOG Chair

Roger P. Smith, MD  
APGO President





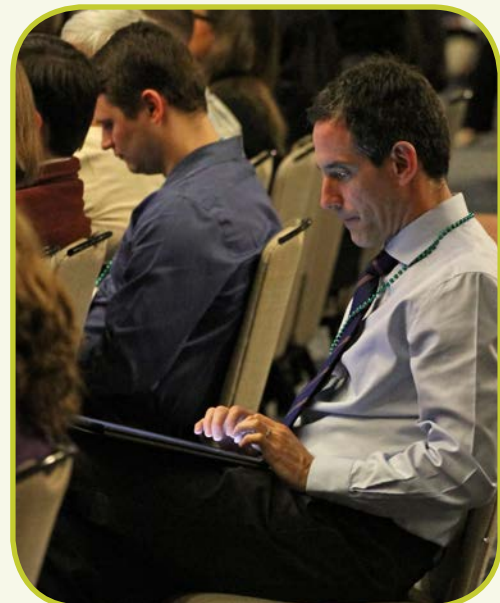
## MEETING OBJECTIVES

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

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



**Follow @APGOnews and use #2017CAAM  
to share your favorite Annual Meeting moments!**





# General Information

## ACCME ACCREDITATION

The American College of Obstetricians and Gynecologists is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

## AMA PRA CATEGORY 1 CREDIT(S)<sup>™</sup>

The American College of Obstetricians and Gynecologists designates this live activity for a maximum of 20 **AMA PRA Category 1 Credits**.<sup>™</sup> Physicians should claim only the credit commensurate with the extent of their participation in the activity.

## COLLEGE COGNATE CREDIT(S)

The American College of Obstetricians and Gynecologists designates this live activity for a maximum of 20 Category 1 College Cognate Credits. The College has a reciprocity agreement with the AMA that allows **AMA PRA Category 1 Credits**<sup>™</sup> to be equivalent to College Cognate Credits.

The breakdown of the number of credits for each day of the meeting is as follows:

Wednesday, March 8 _____	4 credits
Thursday, March 9 _____	7 credits
Friday, March 10 _____	5 credits
Saturday, March 11 _____	4 credits

## DISCLOSURE OF FACULTY AND INDUSTRY RELATIONSHIPS

In accordance with College policy, all faculty and planning committee members have signed a conflict of interest statement in which they have disclosed any financial interests or other relationships with industry relative to topics they will discuss at this program. At the beginning of the program, faculty members are required to disclose any such information to participants. Such disclosure allows you to evaluate better the objectivity of the information presented in lectures. Please report on your evaluation form any undisclosed conflict of interest you perceive. Thank you!

## NEW THIS YEAR

We have moved to an electronic CME process.

Please visit the CME booth daily to scan your QR code to earn your credits. On-site registrants will need to sign in manually at the same booth near registration.



## EVALUATION

The Evaluation forms for the CREOG & APGO Annual Meeting are essential for future programs. Your thoughtful feedback will help identify topics and speakers of interest to you. An evaluation survey will be available to all meeting attendees the week after the meeting. In order to receive cognates, evaluations must be completed and meeting attendees that have pre-registered will need to scan each day. If you are registered on site, you must sign in each day.

## NO SMOKING POLICY

Smoking is not permitted at the CREOG & APGO Annual Meeting.

## REGISTRATION

### REGENCY FOYER

Non-ticketed sessions will be available on a first-come, first-served basis.

**WEDNESDAY, MARCH 8**  
7:00 AM–6:00 PM

**THURSDAY, MARCH 9**  
7:00 AM–3:30 PM

**FRIDAY, MARCH 10**  
7:00 AM–4:00 PM

**SATURDAY, MARCH 11**  
7:00 AM–11:00 AM



# General Information

## EXHIBITS AND POSTERS

Commercial and educational exhibits and posters will be displayed in the Exhibit Hall, *Windermere WX*, beginning Wednesday, March 8, 2017, through Friday, March 10, 2017. The Welcome Reception will be held in the Exhibit Hall from 5:30 PM–7:00 PM on Wednesday, March 8. Refreshment breaks will be held on Thursday and Friday mornings and afternoons in the Exhibit Hall.

## WIFI ACCESS

Internet access is available in the meeting space.

Network: **CREOG APGO Annual Meeting**

Passcode: **creogappo2017**

*Please note that the passcode is case-sensitive.*

## REFRESHMENT AND NETWORKING BREAKS

Refreshments and afternoon dessert breaks will be available periodically throughout the meeting. Please refer to the schedule below for additional details.

### WEDNESDAY, MARCH 8, 2017

2:50 PM–3:20 PM

*Regency Foyer*

### THURSDAY, MARCH 9, 2017

10:00 AM–10:40 AM

1:50 PM–2:30 PM

*Windermere WX (Exhibit Hall)*

### FRIDAY, MARCH 10, 2017

10:45 AM–11:30 AM

1:30 PM–2:45 PM

*Windermere WX (Exhibit Hall)*

### SATURDAY, MARCH 11, 2017

7:00 AM–7:30 AM

**Continental Breakfast**

*Regency Foyer*

## SPEAKER READY ROOM

*Celebration 11*

*All PowerPoint presentations must be loaded on site in the Speaker Ready Room.*

### TUESDAY, MARCH 7, 2017

3:00 PM–5:00 PM

### WEDNESDAY, MARCH 8, 2017

7:00 AM–5:00 PM

### THURSDAY, MARCH 9, 2017

6:00 AM–5:00 PM

### FRIDAY, MARCH 10, 2017

6:00 AM–4:00 PM

### SATURDAY, MARCH 11, 2017

6:30 AM–10:00 AM

## SPECIAL FUNCTIONS

### WELCOME RECEPTION

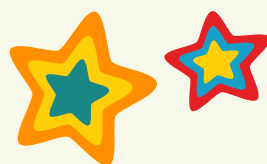
The Welcome Reception will be held from 5:30 PM–7:00 PM Wednesday, March 8, 2017, in *Windermere WX*. All meeting registrants are welcome; your badge is your ticket. Guests may attend for a fee. Commercial and education exhibits and posters will be displayed.

### CREOG & APGO AWARDS AND GRADUATION LUNCHEON

The awards and graduation ceremonies will be held Friday, March 10, 2017, during the CREOG & APGO Luncheon. Your badge is your ticket. Guests over 16 years of age are invited to join meeting attendees for a fee of \$55. A ticket is required for all guests.

### JOINT CREOG & APGO FUNDRAISER

Join APGO and CREOG at their first joint fundraiser, located in the Garden Terrace, Fourth Floor, on Friday from 5:15 PM–7:15 PM. Tickets are \$60 per person.





WEDNESDAY, MARCH 8, 2017

GENERAL SESSION

REGENCY R-S

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

12:45 PM

WELCOME AND OPENING SESSION

1:00 PM

ECHO (Extension for Community Healthcare Outcomes) Project

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

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

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

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



EXHIBIT HALL HOURS

Wednesday, March 8 | 5:30 PM-7:00 PM

Thursday, March 9 | 9:30 AM-3:00 PM

Friday, March 10 | 9:30 AM-3:00 PM

1:45 PM

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

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

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

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

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

2:30 PM-2:45 PM

Q&A

2:50 PM-3:20 PM

REFRESHMENT AND NETWORKING BREAK

REGENCY FOYER

3:25 PM-4:25 PM

CREOG Chair Address

REGENCY R-S

Tony Ogburn, MD | CREOG Chair

APGO Presidential Address

Roger Smith, MD | APGO President

4:30 PM-5:30 PM

CONCURRENT SESSIONS

BREAKOUT SESSIONS

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

REGENCY O

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

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

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

(Breakout Sessions continued on Page 8)

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

REGENCY P

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

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

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

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

REGENCY Q

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

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

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

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

REGENCY T

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

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

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

## 5. Establishing and Incorporating Resident Wellness into Residency Programs

REGENCY U

Cassandra Liggins, MD; Laurie Erickson, MD

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

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

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

REGENCY V

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

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

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

### DISCUSSION DENS

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

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

CELEBRATION 4

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

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

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

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

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

CELEBRATION 14

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

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

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





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

REGENCY R-5

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

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

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

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

CELEBRATION 16

Tania Dumont, MD, FRCSC

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

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

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

MANATEE SPRING 1

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

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

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

### 6. Developing a Magic Wand for the ACGME Resident Survey

MANATEE SPRING 2

Sarah Appleton, MD; Meredith Alston, MD

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

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

5:30 PM–7:00 PM

### WELCOME RECEPTION

WINDERMERE WX

Exhibits and Posters





## THURSDAY, MARCH 9, 2017

7:00 AM–8:00 AM

### FOCUS BREAKFASTS

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

REGENCY O

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

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

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

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

REGENCY P

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

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

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

#### COFTOG Business Meeting

REGENCY T

COFTOG Board Members

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



### RESIDENT/MEDICAL STUDENT BREAKFAST

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

REGENCY Q

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

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

- Discuss the new LCME standard to incorporate continuous quality improvement into medical education.
- Outline a clinical encounter in the patient record.
- Apply tailored local applications of the CQI project to increase both the proportion of a student receiving feedback on clinical documentation and residency program director and the proportion of students who rate that feedback as helpful in developing their clinical skills in the age of the EHR.

### GENERAL SESSION

REGENCY R-S

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

8:10 AM–8:40 AM

#### American College of Obstetricians and Gynecologists Vice President for Education Report

Sandra A. Carson, MD | Vice President, Education

8:40 AM–9:10 AM

#### American College of Obstetricians and Gynecologists Presidential Officer Report

Thomas Gellhaus, MD | ACOG President

9:10 AM–9:20 AM

#### Junior Fellow Congress Advisory Council (JFCAC) Report

Kristen Zeligs, MD | JFCAC Chair

9:20 AM–9:40 AM

#### American Board of Obstetrics and Gynecology (ABOG) Report

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

9:40 AM–10:00 AM

#### Residency Review Committee for Obstetrics and Gynecology (RRC) Report

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



10:00 AM–10:40 AM  
**REFRESHMENT AND  
 NETWORKING BREAK**  
 WINDERMERE WX  
 Exhibits and Posters

10:45 AM–11:45 AM  
**CONCURRENT SESSIONS**

### BREAKOUT SESSIONS

#### 1. The Ob-Gyn Clinician Educator in 2017: Carving Out Your Role, Your Responsibilities and Your Protected Time

REGENCY O

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

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

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

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

REGENCY P

George D. Wendel, Jr., MD

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

REGENCY Q

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

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

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

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

REGENCY T

Melissa S. Wong, MD

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

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

11 ★ 2017 CREOG & APGO ANNUAL MEETING

#### 5. The Wellness Wheel

REGENCY U

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

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

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

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

REGENCY V

Beth Cronin, MD; Elizabeth Rubin, MD

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

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

### DISCUSSION DENS

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

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

CELEBRATION 4

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

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

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

*(Discussion Dens continued on Page 12)*



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

### CELEBRATION 14

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

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

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

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

### CELEBRATION 15

Deborah Landis Lewis, MD; Johnna Nynas, MD; Bryan Popp, MD; Kelly O'Connor, MD; Chelsey Caley, LMSW

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

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

## 4. Deconstructing Skills and Providing Feedback: The Conscious Competence Model

### CELEBRATION 16

Robert F. Flora, MD, MBA, MPH

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

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

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

### MANATEE SPRING 1

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

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

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

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

### MANATEE SPRING 2

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

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

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

11:45 AM–12:45 PM

## CONCURRENT SESSIONS

## BREAKOUT SESSIONS

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

#### REGENCY T

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

### 2. Dialogue with the CREOG Education Committee

#### REGENCY U

Randal D. Robinson, MD, CREOG Education Committee Chair, and members

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

#### REGENCY V

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

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

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





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

REGENCY P

Johanna Von Hofe, MD

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

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

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

REGENCY Q

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

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

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

### DISCUSSION DENS

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

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

CELEBRATION 4

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

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

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

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

CELEBRATION 14

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

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

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

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

CELEBRATION 15

Jody Stonehocker, MD; Peter Jeppson, MD

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

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

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

MANATEE SPRING 2

Maureen E. Farrell, MD

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

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

*(Discussion Dens continued on Page 14)*





**5. Presto! Formative Evaluations Made Simple: Meeting the Challenge of Providing Immediate Useful Feedback**  
*CELEBRATION 16*

Stephanie Mann, MD; Nathalie Feldman, MD

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

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

**6. The Future of Decentralized Medical Student Education: Looking Beyond the Ivory Tower**  
*MANATEE SPRING 1*

Whitney Hiatt, MBA; Vicki Mendiratta, MD

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

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

12:50 PM–1:50 PM

**LUNCHEON MEETINGS**

**MEDICAL STUDENT EDUCATORS' LUNCHEON**  
*REGENCY T*

**The Five Love Languages**

Gary Chapman, PhD

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

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

**CREOG REGIONAL LUNCHEONS**

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

*REGENCY O*

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

**Region 2–Peter F. Schnatz, DO**

*REGENCY P*

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



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

*REGENCY Q*

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

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

*REGENCY U*

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

**Region 5–Seine Chiang, MD (Election)**

*REGENCY V*

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

1:50 PM–2:30 PM

**DESSERT AND NETWORKING BREAK**

*WINDERMERE WX*

*Exhibits and Posters*

2:40 PM–3:55 PM

**ABSTRACT PRESENTATIONS**

**GROUP 1**

*REGENCY Q*

*Moderators:* Sarah Appleton, MD; Kristin Atkins, MD; Douglas Brown, MD

**A. The Decline in Attitudes Toward Physician-Nurse Collaboration from Medical School to Residency**  
Samantha Kempner, MD

**B. Divergent Perceptions of Gender Interactions in a Medical Teaching Environment**  
Denise Sousa, MD

**C. The Rate of Medical Student Mistreatment in Clinical Clerkships: The Impact of Increasing Awareness**  
Alexandra Scheffer, MS4

**D. Is Night Float a Poison Apple to Shelf Exam Performance? Evaluating the Impact of Night Float During the Last Week of the Clerkship on Shelf Examination Score**  
Laura Baecher-Lind, MD, MPH

**E. Examining Unprofessional Behavior in the Ob-Gyn Clerkship: A Qualitative Study of Essays Written by Students**  
Katie Lackritz, MD



## GROUP 2 REGENCY U

*Moderators:* Taimur Chaudhry, MD; Jessica Arluck, MD;  
Robert Dodds, MD

- A. **Creating a Sustainable Ob-Gyn Residency in a Resource-Limited Country Improves Maternal Health Outcomes**  
Lindsey E. Zamora, MD

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- B. **Training and Knowledge of Transgender Health Among Obstetrics and Gynecology Residents**  
Kyle C. Bukowski, MD

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- C. **Sustainable Global Health Education in Obstetrics and Gynecology: Meeting the Administrative Demands**  
Chadburn B. Ray, MD

---

- D. **SUGAR in Ob-Gyn: A Multi-Institutional Collaboration to Develop Cases for Simulation Use for Global Away Rotations (SUGAR)**  
Mary B. Rysavy, MD

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- E. **Evaluation of a Case-Based, Community-Engaged LGB-TGNC Health Training Module for Trainees in Obstetrics and Gynecology**  
Pooja Mehta, MD, MSHP

## GROUP 3 REGENCY O

*Moderators:* Natali Franzblau, MD; Laurie Erickson, MD;  
Xuezhi (Daniel) Jiang, MD

- A. **Engaging Residents in Quality Improvement: A Multidisciplinary Collaboration to Decrease the Primary Cesarean Section Rate at a New Academic Medical Center**  
Liliana Padilla-Williams, MD

---

- B. **An Inanimate Major Vascular Injury Simulation is as Realistic and More Feasible Than the Porcine Model**  
Magdy Milad, MD, MS

---

- C. **Resident Training in Hysterectomy and Patient Morbidity: Interrogating the Association**  
Divya K. Shah, MD, MME

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- D. **Improving Interprofessional Communication Utilizing Obstetric Simulation Training**  
Jennifer K. Durst, MD

---

- E. **Entrustability in the OR: How Expert Gynecology Surgeons Assess Residents' Readiness for Autonomy**  
Xiaodong (Phoenix) Chen, MS, PhD

## GROUP 4 REGENCY P

*Moderators:* Charllie Kilpatrick, MD; Lisa Landrum, MD;  
Mark G. Lewis, DO

- A. **Single-Facilitator Case-Based Learning as an Alternative to a Didactic Curriculum in the Obstetrics and Gynecology Clerkship**  
Lauren Potts, MD

---

- B. **Obstetrical Skills Competency Curriculum for Residency Preparation**  
Emily K. Marko, MD, CHSE

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- C. **Preparing Fourth-Year Medical Students to Collaborate with Nurses: An Innovative Paging Curriculum**  
Emma Lawrence, MD

---

- D. **The Impact of a Postpartum Rounding Video Module on Medical Student Learning During the Obstetrics and Gynecology Core Clerkship**  
Alex Friedman, MD

---

- E. **The Innovative Use of a Paging Simulation to Assess Professionalism and Communication Competencies**  
Carrie Bell, MD

## GROUP 5 REGENCY T

*Moderators:* Stephanie Mann, MD; Amy Stagg, MD;  
Sarah Wagner, MD

- A. **DREAM: Empowering Preclinical Students with Labor Support Training**  
Hannah Shakartzi, BA

---

- B. **An Educational Intervention to Improve HPV and Cervical Cancer Knowledge Among African-American College Students**  
Jeanine Staples, MD

---

- C. **Medical Students Can Improve Health Literacy: Training Students to Educate Patients About Obstetric Venous Thromboembolism Prophylaxis**  
Molly Siegel, BA

---

- D. **Behind the Curtain: What Makes the Land of Ob-Gyn Appealing to Our Students**  
Isabel Green, MD

---

- E. **Using Interprofessional OSCE-Based Simulation Collaboration to Teach Obstetrics to Second-Year Medical Students**  
Jordan Berg, MS4

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4:00 PM–5:00 PM

**CONCURRENT SESSIONS****CREOG & APGO FILM FESTIVAL**

REGENCY R-S

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

- 1. A How-To Guide for Residents: Vacuum-Assisted Vaginal Deliveries**  
Kelsey Rose, MD; Aparna Sridhar, MD, MPH
- 2. How to Succeed on Labor and Delivery: A Student-to-Student Guide for the Ob-Gyn Clerkship**  
Meg O'Reilly, MD, MPH; Michelanne Shields, MS3;  
Chris Chapman, MS3
- 3. Budget Amniotomy and FSE Placement**  
Meshell Stokes, MD; Brad Leath, MD
- 4. Caring for the Caregiver: Psychological First Aid for the Ob-Gyn**  
Nancy Lynch, MDiv, MBA, BCC; Kimberly GeCSI, MD

**BREAKOUT SESSIONS**

- 1. Multi-Act Simulation Magic Show: Improving Patient Safety in Postpartum Hemorrhage**  
REGENCY Q  
Emily K. Marko, MD, CHSE; Bruce Patsner, MD, JD, FACS; David Downing, MD; Francine McLeod, MD; Nadine Hammoud, MD; Kelsey Nieves, BA  
*Following this session, the involved learner should be able to:*
  - Design and implement their own multi-station postpartum hemorrhage curriculum for their learners using multiple low-tech simulation devices for skills training, scenarios for clinical management training and teamwork and communication concepts in rapid-response training.
- 2. Hakuna Matata: How the Laborist Care Model Will Take All of Your Worries Away!**  
REGENCY U  
Julie Zemaitis DeCesare, MD; Laurie Swaim, MD; Suzanne Bush, MD, NCMP  
*Following this session, the involved learner should be able to:*
  - Understand the impact of different laborist models on UME and GME.
  - Understand the differences in traditional in-house faculty coverage, pure laborist care modes and integrated models in which both elements are blended.
  - Have knowledge on the financial aspect of the program, including startup costs and return on investment.

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

REGENCY O

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

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

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

- 4. How to Unleash the Superpower of Active Learning for Your Students and Residents**

REGENCY P

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

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

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

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

REGENCY T

Isaiah M. Johnson, MD; Amanda Murchison, MD

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

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



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

### REGENCY V

Joshua Nitsche, MD, PhD; Brian Brost, MD

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

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

5:15 PM–7:15 PM

## APGO ANNUAL REUNION BASH

### WINDERMERE FOYER

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



FRIDAY, MARCH 10, 2017

7:00 AM–8:00 AM

## FOCUS BREAKFASTS

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

#### REGENCY O

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

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

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

## CUCOG BREAKFAST

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

#### REGENCY Q

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

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

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

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Annual Meeting moments!



**RESIDENT/MEDICAL STUDENT BREAKFAST****A How-To Guide for Implementing a Student-to-Student Mentorship Program in Your Very Own Medical School****REGENCY P**

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

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

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

**GENERAL SESSION****WINDERMERE Y**

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

**8:15 AM–9:15 AM****APGO Business Meeting**

Roger Smith, MD, *APGO President*  
 Maya Hammoud, MD, *APGO Secretary-Treasurer*  
 Donna D. Wachter, *Executive Director*

**APGO Development Committee Report**

Nadine Katz, MD, *Development Committee Chair*

**APGO Undergraduate Medical Education Committee Report (UMEC)**

Archana Pradhan, MD, MPH, *UMEC Chair*

**APGO Technology Committee Report (TC)**

Breton Barrier, MD, *APGO TC Chair*

**9:30 AM–10:45 AM****CONCURRENT SESSIONS****ABSTRACT PRESENTATIONS****GROUP 1****REGENCY O**

Moderators: Cynthia Abraham, MD; Marygrace Elson, MD; Kelly Kasper, MD

- A. Making Magic with Interprofessional Education: A Three-Year Experience**  
 Sarah Appleton, MD
- 
- B. Education on the Go: Studying the Use of Podcasts in Resident Education**  
 Samantha De Los Reyes, MD
- 
- C. Interdisciplinary Flipped Classroom: Methods and Modules**  
 Alexandra Bullough, MD

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

Jonathan Steller, MD

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

Bunja Rungruang, MD

**GROUP 2****REGENCY P**

Moderators: Dotun Ogunyemi, MD; Jody Stonehocker, MD; Kerry M. Sims, MD

- A. Interdisciplinary Obstetric Simulation for Common Obstetric Emergencies**

Jennifer K. Durst, MD

- B. Post-Call Faculty Work Restriction: A Balance Between Patient Safety and Physician Workload and Satisfaction**

Tuan Dinh, MD

- C. Residents as Teachers: Analysis of Performance on End-of-Clerkship Questionnaire and Correlation with Graduation Questionnaire Outcomes**

Ian Waldman, Resident Y3

- D. Avoiding Poison Apples in the Land of Tomorrow: Patient Satisfaction with Residents Versus Non-Physician Providers in an Obstetrics and Gynecology Academic Medical Center Practice**

Adrienne Dade, MD

- E. Abortion Training in U.S. Obstetrics and Gynecology Residency Programs**

Jody Steinauer, MD, MAS

**GROUP 3****REGENCY Q**

Moderators: Hope Ricciotti, MD; Kelly Best, MD; Sylvia Botros, MD, MSCI

- A. An Eight-Week Mindfulness-Based, Stress-Reduction Course for Ob-Gyn Residents: A Pilot Study**

Erin Cavanaugh, MD

- B. Resident Wellness Initiative to Reduce Burnout and Mitigate Stress**

Brian Wagner, MD

- C. Teaching the Unteachable: Educating Obstetrics and Gynecology Residents About the Patient Experience of Stillbirth**

Emily Fay, MD

- D. West Virginia University’s Department of Ob-Gyn Resident Resiliency Curriculum: A Focus on Well-Being**

Elizabeth Cohen, LICSW



- E. **Operative Learning Needs and Preparation for the Gynecologic Operating Room: A Comparison Between Junior and Senior Residents**  
Sara C. Wood, MD, MHPE

**GROUP 4**  
**REGENCY U**

Moderators: Sigrid Tristan, MD; Amy Stagg, MD;  
Christie Cooksey, MD

- A. **Are We on the Same Page? A Multi-Institutional Evaluation of Faculty and Resident Training Needs**  
Kelli M. Braun, MD
- B. **Willing and Able: A New Model for Resident Research**  
Nora M. Doyle, MD, MPH, MSc
- C. **Describing Surgical Skills Progression with MyTIPreport—A Multi-Center Trial: What Do We See and Is There Construct Validity?**  
AnnaMarie Connolly, MD
- D. **A Comparative Analysis Using Endoscopic Simulation to Assess Surgical Skill of Ob-Gyn Residents**  
Jhonathan Duarte, MD
- E. **Establishing Extrapolation Evidence for the MyTIPreport Feedback Application Using a Contemporary Validation Approach**  
Christopher DeStephano, MD, MPH

**9:30 AM–10:45 AM**

**CREOG & APGO FILM FESTIVAL SESSION**  
**REGENCY V**

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

1. **Fetal Head Position**  
Christopher Morosky, MD; Courtney Townsel, MD;  
Pooja Uppalapati, MPH, MS3
2. **How to Succeed in the OR: A Student-to-Student Guide**  
Meg O'Reilly, MD, MPH; Leigh Hess, MS4;  
Scott W. Hoffmann, MS4
3. **Shoulder Dystocia Simulation**  
Emily Marko, MD, CHSE; Leah Towarnicky, BS
4. **Teaching Locally, Thinking Globally: Simulation in the Global Context**  
Sandolsam Cha, MD, Resident; Kari Plewkiak, MD,  
Resident for Melissa Peskin-Stolze, MD

**10:45 AM–11:30 AM**

**REFRESHMENT AND NETWORKING BREAK**

**WINDERMERE WX**

*Exhibits and Posters*

**11:35 AM–12:15 PM**

**GENERAL SESSION**

**JOINT CUCOG/CREOG/APGO SESSION**

**WINDERMERE Y**

**Cultural Humility and Competence: Training and Its Impact on Health Disparities**

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

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

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

**12:30 PM–1:30 PM**

**CREOG & APGO AWARDS & GRADUATION LUNCHEON**

**REGENCY R-S**

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

**1:30 PM–3:00 PM**

**DESSERT AND NETWORKING BREAK**

**WINDERMERE WX**

*Exhibits and Posters*

**3:00 PM–4:00 PM**

**BREAKOUT SESSIONS**

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

**REGENCY O**

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

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

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

*(Breakout Sessions continued on Page 20)*

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

REGENCY P

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

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

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

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

REGENCY Q

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

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

- Review areas where administrative responsibilities for fellowship and residency cross, complement or are not congruent.
- Identify institutional and human resources and discuss ways to use them.
- Provide options for efficiency as a coordinator of multiple fellowships.

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

REGENCY T

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

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

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

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

REGENCY U

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

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

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

4:00 PM–5:00 PM

## CONCURRENT SESSIONS

### CREOG & APGO FILM FESTIVAL SESSION

REGENCY V

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

#### 1. Which Forceps?!

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

#### 2. Colposcopy: A Model for Resident Teaching

Rosemary Sousa, MD; Laurian S. Roediger, MD

#### 3. Counseling and Educating Patients About Venous Thromboembolism Prophylaxis

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

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

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

## CONCURRENT BREAKOUT SESSIONS

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

REGENCY O

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

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

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

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

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

REGENCY P

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

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

- Review the educational requirements as well as the importance and relevance of exposing residents to patient safety education and quality improvement initiatives in the context of current and future health care systems.
- Discuss the available resources from WHO, IHI, Team STEPPS and CREOG that can be used to teach a curriculum of patient safety to residents.

- Consider innovative and experiential ways that residents can be exposed to the elements of patient safety and quality improvement.
- Share our curriculum for patient safety and quality improvement for our ob-gyn residency program, and provide an open forum where others can share their programs and contemplate how to begin, improve or expand their own.

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

Alice Chuang, MD, MEd; Kristopher Kimball, MD

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

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

## DISCUSSION DENS

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

### 1. Abracadabra: Let's Get FIT CELEBRATION 12

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

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

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

### 2. Team Leadership Training in Obstetrics and Gynecology Graduate Medical Education Programs CELEBRATION 13

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

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

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

## 21 ★ 2017 CREOG & APGO ANNUAL MEETING

### 3. Poof and Shazam: Magical Elements for Culture Change CELEBRATION 14

Breton Barrier, MD

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

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

### 4. Developing Yearly Simulation Training Modules of Rare Events for Residents in Ob-Gyn CELEBRATION 15

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

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

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

### 5. Interprofessional Education Training—Bringing Together Different Perspectives CELEBRATION 16

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

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

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

5:15 PM–7:15 PM

REJUVENATE, INVIGORATE, CELEBRATE

JOINT CREOG & APGO FUNDRAISER

GARDEN TERRACE, FOURTH FLOOR

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





Follow @APGOnews and use #2017CAAM to share your favorite Annual Meeting moments!



## SATURDAY, MARCH 11, 2017

7:00 AM–7:30 AM

### CONTINENTAL BREAKFAST

REGENCY FOYER

7:35 AM–9:00 AM

### TRANSITION TO RESIDENCY: EDUCATION AND SIMULATION WORKSHOP

(Included in the Meeting Registration fee)

REGENCY R-S

8:00 AM–9:00 AM

### GENERAL SESSION

#### Transition to Residency: Education and Simulation

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

#### Learning Objectives:

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

9:00 AM–9:10 AM

### BREAK

9:10 AM–10:10 AM

10:15 AM–11:15 AM

11:20 AM–12:20 PM

### CONCURRENT BREAKOUT SESSIONS

Participant may attend one session during each time period.

#### 1. Gynecology Simulation

REGENCY O

Nancy Gaba, MD; Arthur Ollendorff, MD

#### 2. Obstetrics Simulation

REGENCY P

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

#### 3. Step up to Residency

REGENCY Q

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



9:10 AM–10:10 AM

## ADDITIONAL CONCURRENT BREAKOUT SESSIONS

1. **Using the Hidden Curriculum for Good Instead of Evil**  
REGENCY T

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

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

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

2. **Using Design Thinking to Spur Innovation in Obstetrics**  
REGENCY U

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

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

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

10:15 AM–11:15 AM

## ADDITIONAL CONCURRENT BREAKOUT SESSIONS

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

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

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

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

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

Carla Lupi, MD; Margaret McKenzie, MD

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

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

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

11:20 AM–12:20 PM

## ADDITIONAL CONCURRENT BREAKOUT SESSIONS

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

Maryam Guiahi, MD, MSc; Julie Zemaitis DeCesare, MD; Sarah Wagner, MD

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

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

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

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

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

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





ARCOG

## American Residency Coordinators in Obstetrics and Gynecology



## CONCURRENT GENERAL SESSION

## WEDNESDAY, MARCH 8, 2017

8:00 AM–11:00 AM

## NEW RESIDENCY COORDINATORS MEETING

CORAL SPRING

3:00 PM–5:00 PM

## ARCOG COUNCIL MEETING

CELEBRATION 12

Patti Davison, BGS

## THURSDAY, MARCH 9, 2017

2:30 PM–5:30 PM

## ARCOG REGIONAL MEETINGS

1. MANATEE SPRING 1
2. MANATEE SPRING 2
3. CELEBRATION 14
4. CELEBRATION 15
5. CELEBRATION 16

## FRIDAY, MARCH 10, 2017

## ARCOG CONCURRENT GENERAL SESSION

7:00 AM–8:00 AM

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

REGENCY T

Stacey Wright-Haviland, MBA; Zachary Kuhlmann, DO

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

8:00 AM–9:00 AM

## Teaching Residents to Deliver Five-Star Service

Peter A. Schwartz, MD

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

9:00 AM–9:30 AM

## Q&amp;A WITH ACGME

Jenny Campbell, MA

9:30 AM–10:45 AM

## ARCOG BUSINESS MEETING

10:45 AM–11:15 AM

## REFRESHMENT AND NETWORKING BREAK

WINDEMERE WX

Exhibits and Posters

11:30 AM–12:30 PM

## Residency Coordinator Professionalism in Graduate Medical Education

Brian Judge

12:30 PM–1:30 PM

## CREOG &amp; APGO AWARDS AND GRADUATION LUNCHEON

REGENCY R-S

1:30 PM–2:00 PM

## DESSERT AND NETWORKING BREAK

WINDEMERE WX

Exhibits and Posters



MECCOG

## Medical Education Clerkship Coordinators

## WEDNESDAY, MARCH 8, 2017

11:30 AM–12:30 PM

## MECCOG LUNCH AT CLERKSHIP DIRECTORS' SCHOOL

(separate registration and fee required)

REGENCY U

## THURSDAY, MARCH 9, 2017

8:15 AM–8:30 AM

## MECCOG CHAIR WELCOME

CELEBRATION 9/10

L. Renata Vicari, MECCOG Chair

8:30 AM–9:00 AM

### MECCOG Ice Breaker

L. Renata Vicari; Lisa Kellett

9:00 AM–10:00 AM

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

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

10:00 AM–10:40 AM

### REFRESHMENT BREAK

WINDEMERE WX

10:45 AM–11:15 AM

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

CELEBRATION 9/10

Deborah Egger-Smith, University of Minnesota

11:20 AM–12:40 PM

### ROUND TABLE SESSIONS

Participants will choose one table for discussion and best practices

1. **How to Train Your "Dragon": Working with and Training a New Clerkship Director**  
Rebecca J. Slattery, University of Wisconsin
2. **Building Medical Student Capacity: Tips and Challenges**  
Janet Short, University of Wisconsin
3. **Interprofessional Team Work Activities and Documentation**  
Moderators: Dawn Watson, Ohio State University, and Julie Lindow, University of San Francisco

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

Tameka Collins, MEd, University of Miami

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

Moderator: Cynthia Gentry, University of Missouri–Kansas City

### 6. Mystical World of Mentoring

L. Renata Vicari, Beth Israel Deaconess Medical Center

2:30 PM–3:30 PM

### Professionalism in Medicine

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

## FRIDAY, MARCH 10, 2017

9:30 AM–10:30 AM

### Making Decisions: Not as Easy as You Think!

CELEBRATION 9/10

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

10:45 AM–11:15 AM

### REFRESHMENT BREAK

WINDEMERE WX

11:15 AM–12:15 PM

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

CELEBRATION 9/10

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

## ABOG FELLOWSHIP DIRECTORS/COORDINATORS



## THURSDAY, MARCH 9, 2017

11:00 AM–12:30 PM

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

CELEBRATION 12/13

Rebecca McAlister, MD; Karen Adams, MD

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

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

(ABOG meeting continued on page 26)

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

12:30 PM–12:50 PM

**Q&A**

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



**ACCOG**

**American College of Osteopathic Obstetricians & Gynecologists**

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

**FRIDAY, MARCH 10, 2017**

8:30 AM–9:30 AM

**BREAKFAST** (ticket required)

BARREL SPRING 1

9:30 AM–9:40 AM

**WELCOME ADDRESS**

BARREL SPRING 1

Michael Geria, DO | ACCOOG Executive Vice President

9:40 AM–10:00 AM

**State of the PESC**

Patrick Woodman, DO, MS | PESC Chair

10:00 AM–10:45 AM

**End-of-the-Year Summary Report**

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

10:45 AM–11:15 AM

**REFRESHMENT AND NETWORKING BREAK**

WINDERMERE WX

Exhibits and Posters

11:15 AM–11:30 AM

**Resident Representative Report**

Kurt Peterson, DO | Resident Representative to the PESC

11:30 AM–12:10 PM

**How to Integrate OMT into Your Ob-Gyn Practice**

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

12:10 PM–12:30 PM

**Workshop: Filling out the Osteopathic Recognition Application**

Patrick Woodman, DO

12:30 PM–1:30 PM

**CREOG & APGO AWARDS AND GRADUATION LUNCHEON**

REGENCY R-S

1:30 PM–2:00 PM

**DESSERT AND NETWORKING BREAK**

WINDERMERE WX

2:00 PM–3:00 PM

**Single-Accreditation System Transition Update**

BARREL SPRING 1

Jenny Campbell, MA | Executive Director, Review Committee for Ob-Gyn, Ophthalmology, Urology and the Council of Review Committees

3:00 PM–4:00 PM

**Mentoring Your Fellows and Residents in Research**

Patrick Woodman, DO

4:00 PM–5:00 PM

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

Jenny Campbell, MA



## POSTER PRESENTATIONS

Windermere WX (Exhibit Hall)

Windermere WX (Exhibit Hall)

Wednesday, March 8 5:30 PM–7:00 PM | Thursday, March 9 10:00 AM–10:40 AM | 1:50 PM–2:30 PM

Wednesday, March 8 5:30 PM–7:00 PM | Thursday, March 9 10:00 AM–10:40 AM | 1:50 PM–2:30 PM

Friday, March 10 10:45 AM–11:30 AM | 1:30 PM–2:45 PM

1. **A Model to Improve Comparability of Student Performance Across Instructional Sites in an Ob-Gyn Third-Year Curriculum**  
Wanjiku Kabiru-Musindi, MD
2. **A Powerful Potion: Impact of Campus-Community Partnerships on Medical Education and Career Paths**  
Katherine O'Rourke, MD
3. **A Successful IPE Partnership: Certified Nurse Midwives as Teachers for Medical Students**  
Patricia Greco, MD
4. **A Urogynecology Case-Based Curriculum for Obstetrics and Gynecology Residents**  
Shilpa Iyer, MD, MPH
5. **An Evaluation of GNOSIS—A Novel Tool for Learning**  
Uchechi Anumudu, MD
6. **An Exploration into Perceptions on Team Dynamics in a Healthcare Environment**  
Alexandra Matthews
7. **An Institutions Experience with Assigning Milestone—Are Levels Assigned Based on Evaluations Overinflated?**  
Carlos Medina, MD
8. **Assessing the Need for Team Leadership Training in Graduate Medical Education**  
Nanette Santoro, MD
9. **Assessment of Postpartum Visits: Does Creating a Checklist Improve Comprehensiveness?**  
Erin Hecker, MD
10. **Assessment of Resident Milestone Competency and Competency Domain Achievement with an Observed Structured Clinical Exam**  
Andrea D. Shields, MD
11. **Avoiding the Poison Apple: The Clinical Guidelines Forum—A Unique Strategy to Engage Residents, Faculty and Community Providers in Continuous Quality Improvement**  
Emily K. Vinas, EdD
12. **Beyond Moonstones and Rose Quartz: Patient Interest in Fertility Awareness-Based Methods**  
Ashley Stone, MD
13. **Beyond Sorcery: Enchanting Both Student and Resident in a Quest to Master Pelvic Anatomy**  
Sara Buhmaid, MD
14. **Bringing Basic Science to the Women's Health Bedside: A Proof of Concept**  
Angela C. Liang, MD
15. **Calling Home in the Land of Tomorrow: Resident Satisfaction with Practice Incorporation of Non-Physician Providers**  
Adrienne Dade, MD
16. **Cesarean Section Surgical Competency Operating Room Evaluation (CS-SCORE) Use as Assessment Tool Has a Learning Curve**  
Sangeeta Jain, MD
17. **Circle of Collaborative Care: A Model for Inclusive Interprofessional Resident Education**  
Audrey Perry, DNP, CNM
18. **CLERing the Way for Program Coordinators: the CLER Coordinator Position**  
Robert F. Flora, MD, MBA, MPH
19. **Clerkship Grading in Obstetrics and Gynecology: Assessment Tools, Grading Practices and Satisfaction**  
Jennie Krasker, MD
20. **Comparing Accuracy of Ob-Gyn Resident Self-evaluation with Faculty Evaluation Using ACGME Milestones**  
Allison M. Murphy, MD
21. **Continued Development and Validation of a Novel Task Trainer and Targeting Curriculum for Ultrasound Guided Invasive Procedures**  
Joshua F. Nitsche, MD, PhD
22. **Development of a Leadership Curriculum in a Pre-health Professions Pipeline Program**  
Jeannette Lager, MD MPH
23. **Development of a Novel Integrated Longitudinal Year Long Outpatient M3 Experience Combined with a Four-Week Inpatient Ob-Gyn Curriculum**  
Saifuddin T. Mama, MD, MPH, FACS, FPMRS
24. **Does Language Matter? Prevalence and Attitudes Toward Use of Curse Words in Medical Education**  
Roopina Sangha, MD, MPH





## POSTER PRESENTATIONS

### *Windermere WX (Exhibit Hall)*

**Wednesday, March 8** 5:30 PM–7:00 PM    **Thursday, March 9** 10:00 AM–10:40 AM | 1:50 PM–2:30 PM

**Friday, March 10** 10:45 AM–11:30 AM | 1:30 PM–2:45 PM

25. **Educating Medical Students to Deliver Bad News in Obstetrics: Is There a Role for Didactic Lecture?**  
Robin Lynn Perry, MD, MSE
26. **Effectiveness of Asynchronous Learning Through a ‘Flipped Classroom’ Compared to Traditional Medical Education in Obstetrics and Gynecology: A Randomized Controlled Trial**  
Chancy A. Gulotta, MD
27. **Effectiveness of Simulation Learning for Management of Breech Presentation**  
Audrey F. Bowes, MD
28. **Effectiveness of the Resident-as-Teacher DVD Training on Clinical Teaching**  
Taylor Freret, MEd
29. **Enhancement of Medical Student Vaginal Surgery Experience with the GoPro Hero 3™ Point of View Camera**  
Tasha Vardya, MD
30. **Evaluation of a Combined Neonatal and Obstetric Resuscitation Program in a Resource-limited Setting**  
Jill Edwardson, MD, MPH
31. **Faculty Perspectives of Using a Standardized Oral Exam to Assess Ob-Gyn Clerkship Students**  
Xiaodong (Phoenix) Chen, MS, PhD
32. **Focusing on the Formative: No Magic Is Necessary to Increase Resident and Faculty Participation**  
Stephanie E. Mann, MD
33. **Generational Views of Administrative Chief Resident (ACR) Leadership Qualities**  
Tony S. Wen, MD
34. **Global Health Preparation: Implementing Obstetrics and Gynecology Simulation for Non-Obstetrical Residents in a New Frontier**  
Devon Langston, BA
35. **Global Women’s Health: Missed Preventive Screening Opportunities at a Rural Primary Care Clinic in Bolivia**  
Erin Cavanaugh, MD
36. **Identifying Roadblocks to Interprofessional Collaborative Practice on Labor and Delivery: A Pilot Study**  
Omar M. Young, MD
37. **Impact of a Comprehensive APGO Milestone Elective on Comfort Level of Intern in Residency Program**  
Sangeeta Jain, MD
38. **Impact of Medical Students on Patient Satisfaction of Pregnant Women in Labor and Delivery Triage**  
Stephanie R. Thomas, MD
39. **Improving Access to Care: Matching Underrepresented Minorities in Ob-Gyn Residency Programs**  
Michelle Lightfoot, MD, MPH
40. **Improving Feedback to Medical Students and Opinions Regarding Gamification in Obstetrics and Gynecology**  
Angela Strang, MD
41. **Interactive Clinical Reasoning - Shaping the Discussion a Systematic Approach to Morbidity and Mortality Conference**  
AnnaMarie Connolly, MD
42. **Interdisciplinary and Interprofessional Surgical and Reproduction Orientation Curriculum**  
Wanjiku Kabiru-Musindi, MD
43. **Interprofessional Standardized Skills Training—A Format for Preterm Labor Assessment**  
Haley Gardiner, MPH, CHES





## POSTER PRESENTATIONS

### *Windermere WX (Exhibit Hall)*

**Wednesday, March 8** 5:30 PM–7:00 PM    **Thursday, March 9** 10:00 AM–10:40 AM | 1:50 PM–2:30 PM

**Friday, March 10** 10:45 AM–11:30 AM | 1:30 PM–2:45 PM

44. **Intrapartum Cervical Exam Module Study**  
Isabel C. Prieto, MD
45. **Knowledge Retention After Formal Resident Training in Electronic Fetal Monitoring**  
Kathryn Welch, MD
46. **Laparoscopic Simulators in Ob-Gyn Residency Training Programs in the U.S**  
Kathryn B. Sekpe, MD
47. **Medical Student Mistreatment: Is Our Problem Really That Big?**  
Alexandra Scheffer, MS-4
48. **Medical Students as High School Sex Educators: Improving the Sexual Health Curriculum**  
Lydia A. Fein, MD, MPH
49. **Medical Students Interested in Surgical Fields Perform Better in a Preclerkship Surgical Skills Lab**  
Christopher DeStephano, MD, MPH
50. **Mentoring Residents to Be Manuscript Referees**  
Jay Goldberg, MD
51. **Mirror, Mirror on the Wall: The Effect of a Longitudinal Simulation Curriculum on Student Clerkship Satisfaction**  
Jane Limmer, MD
52. **Multidisciplinary Collaboration Between Anatomy, Urology and Obstetrics and Gynecology Faculty to Teach Clinical Anatomy to Second-Year Medical Students During the Reproductive Biology Course**  
MerryJean Losso, MS1
53. **National Survey of Obstetric and Gynecologic Program Directors on Cost-Conscious Curriculum**  
Britta Buchenroth, MD
54. **Non-verbal Communication and Patient Satisfaction in a Predominantly Latino Obstetric Population**  
Maria Raquel Kronen, MD
55. **Objective-Structured Clinical Exam Assessments: Does the Objective Matter?**  
Sabrina Holmquist, MD
56. **Obstetricians and Gynecologists of the Future: A Survey of Medical Students Applying to Residency in Obstetrics and Gynecology**  
Meredith Alston, MD
57. **Patient-Centered Rounds on High-Risk Pregnancy Service: Improve Patient's Satisfaction and Outcomes**  
Nadine Hammoud, MD
58. **Practice Makes Perfect: A Two-Year Simulation Curriculum**  
Susan Davy, MD
59. **Preclinical Labor and Delivery Shadowing: The Effect on Medical Student Perceptions About Ob-Gyn**  
Sarah K. Dotters-Katz, MD
60. **Preventing Ob-Gyn Resident Attrition: Is There a Role for Structured Behavioral Interviewing?**  
Robin Lynn Perry, MD, MSE
61. **Primary Care Education in Ob-Gyn Residency**  
Puja Sheth, MD, MS
62. **Program Director Weigh-in: A Competency-Based Educational Handover from Medical School to Residency**  
Helen Morgan, MD
63. **Progressions: A Transgender Photo-Story Exhibit**  
Hannah Shin
64. **Resident Experiences with Maternal and Perinatal Loss: Impact on Mental Health**  
Jennifer M. Keller, MD, MPH
65. **Quiz Show Format for Obstetrics and Gynecology Resident Education**  
Brittany Kane, MD
66. **Resident Perception of 10-Minute Lectures to Improve Accessibility of Venue-Based Resident Teaching on the Obstetrics and Gynecology Clerkship**  
Tara Castellano, MD



## POSTER PRESENTATIONS

### *Windermere WX (Exhibit Hall)*

**Wednesday, March 8** 5:30 PM–7:00 PM    **Thursday, March 9** 10:00 AM–10:40 AM | 1:50 PM–2:30 PM

**Friday, March 10** 10:45 AM–11:30 AM | 1:30 PM–2:45 PM

67. **Resident Perceptions and CREOG Score Analysis While Using the 'Flipped Classroom Model' as the Primary Educational Tool During Scheduled Didactics**  
Ana Valente, MD
68. **Resident Reading Programs—A Targeted Intervention to Improve CREOG In-service Exam Scores**  
Larissa Weir, MD
69. **Resident Training and Perspective of the Informed Consent Process**  
Yukiko Kunitomo, MD
70. **Residents as Preceptors in a Longitudinal Integrated Ob-Gyn Clerkship: Pilot Program**  
Jeannette Lager, MD, MPH
71. **Ryan Residency Programs and New York City Medical Student Education on Abortion: A Survey of Exposure, Knowledge and Attitudes**  
Melissa M. Figueroa, MD
72. **Self-Evaluating EPA Readiness in Third- and Fourth-Year Medical Students for Milestone 1**  
Nagaraj Gabbur, MD
73. **Senior Obstetrician Supervision Improves Resident Labor and Delivery Rotation Experience**  
Jonah D. Bardos, MD, MBE
74. **Showing Your Public Face: Are Residency Applicants Professional on Social Media?**  
Marie Sullivan, MPH
75. **Specialty Differences in Residents' Perceptions of Communication and Collaboration Between Physicians and Nurses**  
Melissa Brackmann, MD
76. **Teaching Neonatal Circumcision Using a Simulated Training Model**  
Entidhar Al Sawah, MD
77. **Teaching Perspectives in Obstetrics and Gynecology Training Programs**  
K. Lauren Barnes, MD
78. **Technology vs. Flipping: A Comparison of Teaching Styles**  
Anthony L. Shanks, MD
79. **The Ethics Experiences and Preparation of Medical Trainees Participating in Short-Term, International Educational Programs: A Systematic Review of the Literature**  
James Aluri, MA
80. **The Impact of 50 Years of Resident and Fellow Research in an Academic Gynecology and Obstetrics Department**  
Tammy Loucks, MPH, DrPH
81. **The Surgical Checklist: Educating Medical Students Today for a Safer Tomorrow**  
Jill M. Sutton, MD
82. **Time for Integration of a Formal Robotic-Assisted Surgical Training Program into Obstetrics-Gynecology Residency Curricula**  
Monica H. Vetter, MD
83. **Tiny Talks—Practice Bulletin in 5 Minutes**  
Sandolsam Cha, MD
84. **To Review Student Data Regarding Clerkship Experience with Change in Curriculum Design**  
Wanjiku Kabiru-Musindi, MD
85. **Toward an Understanding of the Student Experience During the Ob-Gyn Clerkship**  
Taylor Freret, MEd
86. **Training Medical Students as Reproductive Health Patient Advocates**  
Desiree G. Fiorentino, MD, MBA
87. **Waking from Enchanted Sleep: Increasing Safety Event Reporting by Obstetrics and Gynecology Residents**  
Krista Wagoner, MD
88. **X-Ray Vision—Finding Opportunities to Teach Professionalism in the Preclinical Years**  
Megan Orlando, MD
89. **Zooming Past Traditional Textbooks: Using Audio Podcasts for Ob-Gyn Resident Education**  
Katie M. Smith, MD, MS



## *Windermere WX (Exhibit Hall)*

**Wednesday, March 8** 5:30 PM–7:00 PM

**Thursday, March 9** 10:00 AM–10:40 AM | 1:50 PM–2:30 PM

**Friday, March 10** 10:45 AM–11:30 AM | 1:30 PM–2:45 PM

1. **Medical Student Attitudes on Abortion Reflect Professionalism: A Qualitative Exploration**  
Deborah Bartz, MD
2. **Neglect in Undergraduate Medical Education: A Systematic Review**  
Corinne Bazella, MD
3. **A Communication Curriculum for Obstetrics and Gynecology Residents: Applying the Principles of a “Goals of Care” Conversation**  
Kerri Bevis, MD
4. **Colposcopy Simulation: A Necessary Tool in Era of Decreased Referrals**  
Beth Cronin, MD
5. **Creation of a Virtual Community Resource to Optimize Resident Self-Guided Learning**  
Christina Dancz, MD
6. **Diagnosis and Lifestyle Modification Counseling for Adolescents with PCOS: An Assessment of Learning Needs in Ob-Gyn, Pediatrics and Family Medicine Residents**  
Jeanie Dassow, MD
7. **Effectiveness of a Focused Faculty Development Program on the Written Comments Component of Resident Evaluations**  
Robert Dodds, MD
8. **Enhancing Family Planning Training at a Catholic Ob-Gyn Residency Program**  
Robin Fennimore, MD
9. **Effect of Time-Lapsed on Quality of Surgical Resident Intraoperative Performance Evaluation: A Systematic Review**  
Elizabeth Garduno, MD
10. **Breast Care 101: A Teaching Tool to Educate Ob-Gyn Students and Residents in Breast Care**  
Jennifer Griffin Miller, MD
11. **Development and Evaluation of an eLearning Module on the Pre-Pubertal exam and Vaginoscopy for Ob-Gyn Residents**  
Patricia Huguelet, MD
12. **A Needs Assessment Report for Development of an Obstetrics and Gynecology Skills Elective**  
Jennifer Hyer, MD
13. **Using Patient Feedback as a Feedback and Assessment Tool for Medical Students**  
Hisham Keblawi, MD
14. **Characterizing the Culture of a Graduate Medical Education Program**  
Jason Lachance, MD
15. **Cultural Self-Awareness Training in Ob-Gyn Residency**  
Elizabeth Lutz, MD
16. **Ultrasound Assessment of Fetal Head Position**  
Christopher Morosky, MD
17. **Resident Practices Regarding Prenatal Contraceptive Counseling**  
Pooja Patel, MD
18. **Validation of an Assessment Tool for OSCE “Fill in the Gap” Milestone on Pelvic Mass**  
Andrea Shields, MD
19. **Impact of Cesarean Simulation on Medical Education**  
Lindsay Snyder, MD
20. **Training Regarding Vaginal Delivery Versus Traditional Medical Student Clinical Education**  
Bradley Stetzer, DO
21. **“The Electronic Preceptor” — Use of Email to Provide Feedback to Students on Their Suturing Compared to Direct Observation and Direct Feedback in Third-Year Medical Students During Their Ob-Gyn Clerkship.**  
Jill Sutton, MD
22. **Implementing Patient Satisfaction Surveys to Assess Resident Professionalism and Communication**  
Veronique Tache, MD
23. **Resident Coaching Sessions: A Clinical Faculty Development Program to Provide Actionable and Formative Resident Feedback**  
Michael Werkema, MD
24. **Gender Differences in Medical Students’ Experience of Burnout, Perceived Stress and Empathic Concern**  
Brett Worly, MD





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# 2017 EXHIBITORS

## EXHIBIT HALL HOURS

**Wednesday, March 8**

5:30 PM–7:00 PM

**Thursday, March 9**

9:30 AM–3:00 PM

**Friday, March 10**

9:30 AM–3:00 PM

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><b>100</b> Association of Professors of Gynecology and Obstetrics (APGO)</li> <li><b>101</b> Limbs &amp; Things</li> <li><b>103</b> Allergan</li> <li><b>104</b> APGO Lounge</li> <li><b>105</b> DYSIS Medical, Ltd.</li> <li><b>107</b> America's OB/GYN Board Review Course, Inc.</li> <li><b>112</b> CREOG</li> <li><b>115</b> Myriad Genetic Laboratories, Inc.</li> <li><b>116</b> American College of Obstetricians and Gynecologists</li> <li><b>117</b> CaseNetwork</li> <li><b>119</b> American College of Obstetricians and Gynecologists</li> <li><b>200</b> Bio-Oil/Pacific World Cometics</li> <li><b>201</b> Ferring Pharmaceuticals, Inc.</li> <li><b>202</b> The ACOG Long-Acting Reversible Contraception (LARC) Program</li> <li><b>204</b> 3D Systems Healthcare</li> <li><b>205</b> UW–Madison</li> <li><b>207</b> TrueLearn</li> <li><b>214</b> Operative Experience, Inc.</li> </ul> | <ul style="list-style-type: none"> <li><b>215</b> Ob/Gyn Board Prep</li> <li><b>217</b> Riverside Health System</li> <li><b>218</b> Feel Good, Inc.</li> <li><b>300</b> SonoSim</li> <li><b>301</b> Duchesnay USA</li> <li><b>302</b> Bayer</li> <li><b>303</b> MedaPhor PLC</li> <li><b>304</b> Lutech Industries, Inc.</li> <li><b>306</b> Hologic</li> <li><b>307</b> Foundation for Exccellence in Women's Health</li> <li><b>314</b> Gaumard Scientific</li> <li><b>317</b> Bayer</li> <li><b>402</b> Physicians for Reproductive Health</li> <li><b>404</b> Innovating Education in Reproductive Health, UCSF</li> <li><b>405</b> AbbVie</li> <li><b>406</b> UCSF/Ryan Residency Training Program</li> <li><b>414</b> Paradigm Medical Systems/Model Med</li> <li><b>415</b> Karl Storz</li> <li><b>416</b> Qgenda</li> </ul> |
|---|---|





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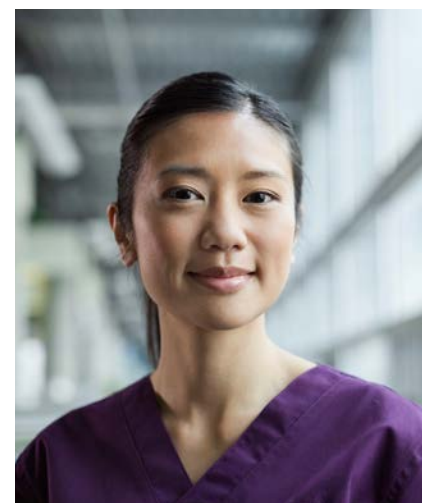
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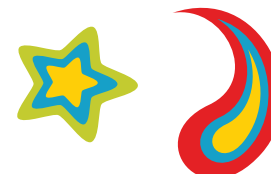
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Innovating Education in Reproductive Health is committed to cultivating clinicians who offer high-quality, compassionate, patient-centered care by generating and curating novel curricula, learning tools and research for educators and trainers. Our content is free and open source. We encourage educators, trainers and learners of all stages to incorporate our resources into their trainings, lectures, curriculum and peer-to-peer activities.

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*Lauren Bruce, Education, Research and Training Associate*  
[lauren@prh.org](mailto:lauren@prh.org)  
[www.prh.org](http://www.prh.org)  
 Physicians for Reproductive Health unites the medical community and concerned supporters. Together, we work to improve access to comprehensive reproductive health care, including contraception and abortion, especially to meet the health care needs of economically disadvantaged patients. We bring the physician's distinctive voice to debates over reproductive health care and offer all health care professionals tools for teaching and learning about reproductive and sexual health, including best practices for caring for adolescents.

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 (323) 473-3791  
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[events@sonosim.com](mailto:events@sonosim.com)  
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REVERSIBLE CONTRACEPTION  
(LARC) PROGRAM****Booth #202**

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 Washington, DC 20024  
 (202) 863-2574  
*Helen Ryan, LARC Program Associate*  
[hryan@acog.org](mailto:hryan@acog.org)  
[www.acog.org/LARC](http://www.acog.org/LARC)  
 The Long-Acting Reversible Contraception (LARC) Program at the American College of Obstetricians and Gynecologists works to lower the unintended pregnancy in the US by connecting providers, patients, and the public with the most up-to-date information and resources on LARC methods (IUDs and the contraceptive implant) and increasing access to the full range of contraceptive methods.



**TRUELEARN  
Booth #207**

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Pittsburgh, PA 15276  
(239) 232-4940

Tiffany Kidwell, National Sales Manager  
tkidwell@truelearn.com

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San Francisco, CA 94117  
(415) 502-8470

Kristin Simonson, Assistant Director of Program Development  
kristin.simonson@ucsf.edu  
[www.ryanprogram.org](http://www.ryanprogram.org)

The Ryan Program provides resources and technical expertise to help departments of ob-gyn improve resident training in abortion and contraception. The Ryan Program has worked with more than 90 ob-gyn programs nationally.

**UW-MADISON**

**Booth #205**

202 South Park Street  
Madison, WI 53715  
(608) 417-7463

Jody Silva, Rural Residency Coordinator  
jlunds@wisc.edu

[www.obgyn.wisc.edu/residency/rural](http://www.obgyn.wisc.edu/residency/rural)

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Reference:  
1. De Graaff AA, D'Hooghe TM, Dunstonsman GAJ, Dirksen CD, Hummetsing L. WERF EndoCost Consortium, Simons S. The significant effect of endometriosis on physical, mental, and social wellbeing: results from an international cross-sectional survey. Hum Reprod. 2013;28(10):2677-2686.



HYATT REGENCY ORLANDO  
9801 International Drive, Orlando, FL 32819

T +1 407 284 1234 F +1 407 351 0073  
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## FUTURE MEETINGS

### 2018 CREOG & APGO Annual Meeting

February 28–March 3, 2018  
Gaylord National Resort & Convention Center  
National Harbor, MD

### 2020 CREOG & APGO Annual Meeting

February 26–February 29, 2020  
Hyatt Regency Orlando  
Orlando, FL

### 2019 CREOG & APGO Annual Meeting

February 27–March 2, 2019  
Hyatt Regency New Orleans  
New Orleans, LA

