

**SUMMARY REPORT (2016 - 2017)**

**Goals**

1. To focus, support, and encourage educational effectiveness in the field of women's health for faculty, fellows, residents, students, and alumni.
2. To promote educational scholarship, innovative curricula, and outcomes based assessment of learners in the field of women's health and medical education.
3. To coordinate and facilitate the educational efforts within the Department of Obstetrics and Gynecology by cultivating an environment of shared expertise and faculty development.

**Outcomes**

**Basic Science Curriculum - Angela Liang, M.D.**

**Teaching Scripts**

- Learner(s): Faculty, M3 students
- Curricular Innovation: Develop, pilot, and implement basic science teaching scripts to: provide basic science and teaching development opportunities for faculty, as well as further integrate basic science concepts into the clinical realm.
- Outcome(s): The teaching scripts have been developed, and vetted. Implementation pilots are planned to determine most effective utilization.

**APGO Basic Science Video Submission**

- Learner(s): Students
- Curricular Innovation: Develop animated videos that illustrate and integrate basic science concepts in a clinical context.
- Outcome(s): A. Liang developed a video submission and won a \$50,000 grant to develop a basic science video library for APGO.

**Curriculum/Infrastructure**

- Learner(s): Students, faculty
- Curricular Innovation: CFE provide a template and engage and empower each division to establish their own basic science relationship/elective. This promotes structure, while giving students the freedom to choose areas of clinical interest.

**Clinical Learning Environment – Holly Powers, CNM, Maya Hammoud, MD, MBA**

- Learner(s): M3 Students
- Curricular Innovation: Ensure professional clinical learning environment for students, as well as nursing by quickly addressing feedback and opportunities for improvement. Developed and

centrally-positioned binders with teaching cases for students to review and present to CNMs during night shifts and downtime.

- Outcome(s): Improved Triage evaluation scores.

**Patient Education Videos – Hsin Lee M4**

- Learner(s): Patients
- Curricular Innovation: Develop a patient education video that leverages student interests and clinical need to offer a more convenient method of delivering mandatory 3<sup>rd</sup> trimester education to patients.
- Outcome(s): Hsin completed the video and is working with Dawn Carson for roll out to patients.

**Health System Science Education – Michelle Moniz, MD, MPH, Maya Hammoud, MD, MBA**

- Learner(s): Students, House Officers, Faculty, and Patients
- Curricular Innovation: Developed a module and video proposal to develop a textbook to teach Health Systems Science Education. Identify opportunities to innovatively integrate this content into the student curriculum.

**Resident Quality Improvement & Patient Safety (QI/PS) Curriculum – Rosalyn Maben-Feaster, MD, MPH, Roger Smith, MD, MPH**

- Learner(s): Residents
- Curricular Innovation: Developed and implemented a structured QI/PS resident curriculum, integrating IHI modules for foundational content, as well an inaugural QI Chief to help facilitate implementation and pursue clinical interests.
- Outcome(s): The curriculum is to be implemented July 2017, with faculty sponsorship support and dedicated CORE time.

**Educational Technology Integration – Chris Chapman, Maya Hammoud, MD**

- Learner(s): Medical Students
- Curricular Innovation: Identify and pursue opportunities to further integrate and leverage technology to innovate clerkship curriculum (i.e. mobile apps relative to holistic course design, podcasts, increased functionality in existing online course platform).

**Resident Webpage Revamp – Katie Peng, MD, HOII, Whitney Horner, MD, HOII, Erin Price, MPH**

- Learner(s): Medical students (prospective residents), current residents
- Innovation: Re-design the existing resident web pages to improve overall web presence and more accurately reflect and promote the program.
- Outcome(s): A successful re-design, prior to recruitment, resulting in the most “hits” volume on the entire Department site.

**OB Interprofessional Clinical Simulation Series – Rachel Sprovtsoff, MA, David Marzano, MD**

- Learner(s): OB faculty, house officers, nurses, clerks

- Curricular Innovation: Inter-professional, simulation-based professional development sessions that promote quality and patient safety through improved care team communication and knowledge of OB emergencies.
- Outcome(s): Identification, documentation, and implementation of communication and process improvements.

#### **Resident Surgical Curriculum – Beth Skinner, MD**

- Learner(s): House Officers
- Curricular Innovation: Formalization of the Gyn surgical curriculum for residents to include standard assessments and integration of milestones.
- Outcome(s): Standardized surgical curriculum over the 4-year residency program.

#### **2017 Advanced Clinical Skills Course (Boot Camp) – Erin Price, MPH, Anita Malone, MD, MPH, Helen Morgan, MD**

- Learner(s): M4 Students
- Curricular Innovation: Comprehensive 4-week course integrating didactic and skill-based learning. 2017 Course Enhancements include:
  - Integrated a Mid-Course feedback session, as well as developed a Clinical Competency Committee to provide more robust student skills assessment.
  - Post-Course Debrief with core faculty and staff to assess opportunities to enrich and improve the course moving forward.
  - Integrated additional sessions based on course feedback: simulated, clinically relevant patient encounters, high value/cost conscious care, intern survival tips, dealing with difficult patients, and anatomy correlation sessions.
  - Standardization of the letter and assessment scale that goes out to residency program directors of course participants.
- Outcome(s): National and institutional leader in 4<sup>th</sup> year advanced clinical skills courses.

#### **New Curriculum Transition – Rachel Sprovtsoff, MA, Maya Hammoud, MD, MBA**

- Learner(s): M3 Students
- Curricular Innovation: Adapted the traditional 6-week clerkship to a 4.5-week clerkship rotation schedule.

#### **Teaching & Technology Elective – Maya Hammoud, MD, MBA**

- Learner(s): M4 Students
- Curricular Innovation: Collaborative effort with GME to identify projects of interest to students, as well as practical Departmental implications.
- Outcome(s):
  - Increasing level of enrollment from one in 2015 to 9 students in 2016.

- Products developed include questions App for M3s and Introductory MiChart videos to beginning clinical students.

**SimFest – Student National Medical Association (SNMA) Annual Education Meeting – Erin Price, MPH, Versha Pleasant, MD, HOII, Anita Malone, MD, MPH, David Marzano, MD**

- Learner(s): Students, prospective House Officers
- Innovation: UM OBGYN faculty, house officer, and staff participated in an inaugural SimFest event, organized by the UM Office of Health Equity and Inclusion (OHEI), to promote UM residency programs, through simulation, targeting diverse students and prospective residents.
- Outcome(s): The UM OBGYN team simulated fetal ultrasound, vaginal delivery, and cesarean section. As a result, the OBGYN table was amongst the most popular specialties at the event with more than 50% of participants visiting the simulation.

**Educational Value Unit (EVU) System – Erin Price, M.P.H., Maya Hammoud, M.D.**

- CFE leadership and staff refined a Departmental process for tracking and reporting faculty participation in teaching and educational activities using assumptions and projections for clinical teaching and leveraging existing technology for self-reported activities.
- Slightly more than 50% of faculty documented teaching and educational activities in FY17.
- Next steps include further steam-lining the tracking and reporting process, as well as promotion, to encourage widespread adoption.

**Paper Writing Group – Beth Skinner, M.D., Maya Hammoud, M.D.**

- The Committee developed a dedicated paper writing group to provide shared knowledge, resources, and accountability to move projects from concept to publication.
- The Group is also a forum for feedback and practice for scholarly presentations.

**Presentations at National Meetings:**

**2017 CREOG & APGO Presentations**

**Abstract Presentation**

- The Decline in Attitudes Toward Physician-Nurse Collaboration from Medical School to Residency. S. Kempner
- Preparing Fourth-Year Medical Students to Collaborate with Nurses: An Innovative Paging Curriculum. E. Lawrence
- The Innovative Use of a Paging Simulation to Assess Professionalism and Communication Competencies. C. Bell

**Focus Breakfast**

- CUCOG Breakfast: Promoting Diversity, Equity and Inclusion: The Impact on Our Field. O. Mmeje

### Joint Session

- Joint CUCOG/CREOG/APGO Session: Cultural Humility and Competence: Training and Its Impact on Health Disparities

### Breakout Session

- The Ob-Gyn Clinician Educator in 2016: Carving Out Your Role, Your Responsibilities and Your Protected Time. H. Morgan et. al.
- The Wellness Wheel. H. Morgan et. al.
- Bridging the Gaps Between Fellowship and Residency—Optimizing Your Resources—COFTOG. C. Bell et. al.

### Poster Presentations

- Program Director Weigh In: A Competency-Based Educational Handover from Medical School to Residency. H. Morgan et. al.
- Bringing Basic Science to the Women's Health Bedside: A Proof of Concept. A. Liang, M. Hammoud.
- Certified Nurse Midwives as Teachers for Medical Students. Patricia Greco et. al.
- What are Residents' Perceptions of Communication and Collaboration between Physicians and Nurses? M. Brackmann et. al.

### Peer Reviewed Publications

1. Kempner S, Morgan H, Stern D, Colletti L, Goold S, Lyson M, Hopson L, Ross P. Providing Informed Consent: a standardized case. *MedEdPORTAL*. 2016; 12:10427.
2. Marzano D, Kobernik E, Cox S, Dalrymple J, Dugoff L, Hammoud M. Assessing the knowledge of fourth-year medical students in milestones level 1. *Med Sci Educ Online*. 2016.
3. Morgan H, McLean K, Chapman C, Fitzgerald J, Yousuf A, Hammoud M. The flipped classroom for medical students. *The Clinical Teacher*. 2015; 12: 155-160.
4. Morgan H, Skinner B, Marzano D, Ross P, Curran D, Hammoud M. Bridging the continuum: lessons learned from creating a competency-based educational handover in obstetrics and gynecology. *Med Sci Educ Online*. 2016.
5. Morgan H, Purkiss J, Porter A, Lyson M, Santen S, Christner J, Grum C, Hammoud M. Student evaluation of faculty physicians: gender differences in teaching evaluations. *Journal of Women's Health*. 2016; 0.
6. Morgan H, Zeller J, Hughes D, Dooley-Hash S, Klein K, Caty R, Santen S. Applied clinical anatomy: the successful integration of anatomy into specialty-specific senior electives. *Surg Radiol Anat Online*. 2016.
7. Skinner B, Morgan H, Kobernik E, Kamdar N, Curran D, Marzano D, Hammoud M. The Decision to incision curriculum: teaching preoperative skills and achieving level 1 milestones. *J Surg Ed*. 2016; 1: 1-6.

## Awards

### **Faculty**

- APGO Excellence in Teaching Award (2016) – Anita Malone, M.D.

### **House Officers**

- Golden Apple Award (2017) – Julia Deporre
- Resident of the Year Award (2017) – Adam Baruch
- Outstanding Educator of the Year (2017) – Versha Pleasant
- Fellow of the Year (2017) – Heather Wahl

### **Students**

- Furlong Miller Leadership Award
  - 2016-17 - Stephanie Chalifour
- J. Robert Willson Award
  - 2016-17 – Alana Pinsky
- Timothy R.B. Johnson Global Women’s Health Award
  - 2016-17 – Erin Inman
- Warner Goldberg Award for Excellence and Commitment to Women’s Health
  - 2016-17 – Sarah Bell