“Project J-FIT” TEMPLATE

Please complete all information requested.

1) Toolkit name: District I Medical Student Teaching Modules

2) Project manager contact information

   Name: Amy Domeyer-Klenske, MD
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3) Team member names and email addresses:

   Sarah Rae Easter - sreaster@partners.org
   Andrea Desai - andrea.desai@yale.edu

4) Objectives:
   a Develop teaching modules that directly address the APGO medical student clerkship objectives
   b Create time-efficient presentations that are feasible for residents to use as teaching tools when on busy service rotations
   c Improve resident satisfaction with teaching students
   d Improve student satisfaction with resident teaching and overall OB/Gyn clerkship

5) Key words for searches: Medical student, teaching modules, education

6) Target Audience: District I medical students

   Dates of project and timeline: 10/2015 – ongoing
   Venue: Online at the District I ACOG site
   Contact Person email address (at venue):
     a. Megan Willis - mwillis@acog.org
10) Number of participants (approx.): 350 medical students are potentially impacted as ACOG district I members, an additional 5869 possible ACOG medical student members could be impacted nationally. Students who are not ACOG members may also benefit from the program if they are receiving lectures from ACOG junior fellow residents.

11) List all supplies needed: APGO medical student course objectives (available online), ACOG practice bulletins and committee opinions were used for content in creating the modules, Powerpoint or other program for creating presentations.

12) Project Prep Time: Approximately 1-2 hours was spent in creating each of the 20 modules for a combined effort of 20-40 hours. The work was divided amongst district I officers for an individual contribution of 1-2 hours per person.
   a) Number of volunteers needed: 20 - however this can vary depending on number of teaching topics selected and number of teaching modules each volunteer is willing to create.
   b) Delegation of projects/responsibilities: Each volunteer was assigned to one topic and created a 10-minute presentation. Topics were selected by the project coordinator and voted on by the district I officers. Selected topics covered APGO medical student objectives and were paired with ACOG practice bulletin or committee opinion so volunteers had a quick and easy reference for creating the content. Additionally, volunteers plan a peer review of content prior to posting material online.

13) Advertisement (please include sample copies of flyers, emails, media): The medical student teaching modules will be posted on the ACOG website in the district I junior fellow section. Additionally, we plan to advertise them this year in the District I Countdown to CREOG email series which is sent to all junior fellows in District I.

14) Budget: $0

15) Funding (source and amount): N/A

16) Summary: Please attach a detailed description of your project. Include an overall summary including positive points of the event, things to improve on, and impact on the community or women’s health. (Limit 750 words)

Residents plan an important part in medical student education during obstetrics and gynecology clerkships. Obstetrics and gynecology is one of the lowest-ranked medical school experiences by US medical graduates with ineffective teaching by residents cited as a contributing factor. In a national survey, 60% of students reported they received more than half of their teaching...
from residents/fellows during their rotation. We completed a national survey of OB/gyn residents prior to beginning this project and found that barriers to resident teaching included: lack of time to teach, difficulty balancing teaching with clinical duties and lack of knowledge of content students are expected to learn.

Our project goal was to help develop a teaching tool to assist residents in providing effective instruction to students with material that is pertinent to their course objectives. To begin, we reviewed the APGO/CREOG medical student clerkship objectives and selected topics that specifically targeted course objectives with a preference for topics that are frequently encountered during labor and delivery or inpatient gynecology portions of the clerkship. We cross-matched these topics with the listing of ACOG practice bulletins and committee opinions to ensure that volunteers creating the presentations had easy access to ACOG position statements on the chosen topic as well as a quick reference for creating content. Presentations were created using a standard format that addressed each of the medical student course objectives for the chosen topic. Presentations were created to be no more than 10 minutes in length to provide residents with an efficient teaching tool for use on busy services. Additionally, we plan a peer review process upon completion of the modules before publishing them on the ACOG website, planned for January 2017. The modules will be advertised on the website as well as through emails sent to District I junior fellows as part of the Countdown to CREOG series—an educational series that is widely used by district I residents.

We anticipate that residents will welcome these teaching tools as a way to provide effective instruction to students on topics that are specifically targeted at their course objectives. Our goal is to directly impact medical student satisfaction with both resident teaching and with their overall OB/Gyn clerkship. We believe that providing students with a better education and experience on their clerkship may eventually improve the future delivery of health care to women. Improved student satisfaction in clerkships may also help recruit additional talented students to the field of OB/Gyn. Additionally, providing residents with tools that allow them to be better teachers may improve satisfaction with teaching, helping to further develop their role as physician educators.

References:

Johnson N, Chen J. “Medical student evaluation of teaching quality between obstetrics and gynecology residents and faculty as clinical preceptors in ambulatory gynecology.” Am J Obstet Gynecol. 2006 Nov 195(5); 1479-83.

17) Photography/Pictures (mandatory, limit 5). (Please Attach) – Photos are of District I section members who participated in creating this project.