



# Special Delivery

Issue 6

October 27, 2009

## ***ACGME Launches 1st Peer-Reviewed Journal for GME***

The Accreditation Council for Graduate Medical Educations (ACGME) announces the launch of the first peer-reviewed journal dedicated entirely to the education of medical residents and fellows and the setting in which it occurs. The new *Journal of Graduate Medical Education* (JGME) is of interest to the GME community, including program directors, graduate medical education leaders, faculty, learners and researchers. The ACGME expects the *Journal* will have a positive impact on scholarship in medical education, which will contribute to improved health care quality.

The September and December issues of JGME are available as open access at [www.igme.org](http://www.igme.org). September issue highlights:

- Training surgical residents with computers
- Resident assessment
- Improving resident and faculty teaching

## ***New Residency Program Director Hits the Ground Running***



Our new Residency Program Director, Dr. Alice R. Goepfert, is certainly no stranger to the Department. Her first academic appointment to the UAB Department of Ob/Gyn was in 1995 as a Clinical Fellow/Instructor and since then she has repeatedly demonstrated her commitment to and expertise in education. This is evidenced by the many educational roles that she has successfully served in throughout her career, the development of exceptional scholarly curricula and programs focused on advancing education, her continued involvement in and leadership of committees and organizations aimed at improving the educational process, and her many distinguished university and national teaching awards.

Beginning 15-years ago, Dr. Goepfert was selected as Best Teaching Chief Resident in our Department. Since then she has received UASOM Argus Society Awards for Best Clerkship and twice for Best Attending in Ob/Gyn; UAB Department of Ob/Gyn Award for Excellence in Medical Student Education; two APGO Excellence in Teaching Awards; and, for her role in the new Patient, Doctor, and Society Course, she received UASOM Argus Society nominations for both Best Introductory Module / Best Module Director.

Dr. Goepfert has taught, organized, and facilitated conferences and seminars on Maternal Fetal Medicine as well as Graduate Medical Education at the local and national levels. She serves as a mentor and resource to students, residents, fellows and colleagues.

Dr. Larry Kilgore, our former Residency Program Director stated, *"I am very pleased and congratulate [the Chairman] for successfully recruiting her to this position. Alice is extremely qualified [and] has been actively involved in a number of resident education/curricular programs with me through the years and also brings untold experience and training in graduate medical education. In addition, as a former Administrative Chief Resident she is one of our very own!! Alice is an uncompromising resident and student advocate and has generated a number of innovative programs for our curriculum. I have been privileged to serve as one of her mentors and I assure all....she will place*



## Important Dates

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### October 26

- Applicant Interviews
- MS Orientation (Blk III)

### Nov 2, 6

Applicant Interviews

### Nov 7 - 10

AMA Interim Mtg

### Nov 9

Applicant Interviews

### Nov 11

REC Mtg

### Nov 13

Applicant Interviews

### Nov 14

ABOG App. Deadline

### Nov 16 - 19

AAGL

### Nov 17

Journal Club

### Nov 20

Applicant Interviews

### Dec 4, 7, 18

Applicant Interviews

### Dec 31

- ABOG
- Deadline: USMLE
- Deadline: ACS# and AL License

***New Program Director continued from page 1 . . . .***

*the interests of residents, students and the education staff first and foremost among her numerous activities in this leadership position.”*

Dr. Goepfert is a dedicated and highly respected faculty member who possesses the skills, knowledge, and internal passion to continue to advance the Residency Program to new heights.

## Message from the Program Director . . .

The year is off to a great start with the new intern class settling in extremely well and everyone getting excited about applicant season with the important task of selecting our next excellent group of residents to join our team! Thank you to our chairman, Dr. William Andrews, for his continued commitment to outstanding departmental support of the educational program. Also, thank you to our Administrative Chiefs, Drs. Elizabeth Bates and Cindy Bean, for their strong and steady leadership during the time of transition. Dr. Kilgore has handed over a well organized program with an outstanding group of residents—we are in great shape with an exciting future ahead of us.

Applicant interviews begin October 26<sup>th</sup> and we have 10 interview days scheduled with 8 applicants per date. This year, we had over 340 applicants and extended 98 invitations for interviews. All interview slots are full with a waiting list. We look forward to meeting these bright and capable young men and women over the next few months. The residents have been hard at work preparing for the interview day activities with highlights including the dinner the night before at a resident’s home and a tour of the new Women and Infants Center.

In subsequent newsletters this year, we will highlight the new intern class, new faculty in the department, the new Executive Education Committee as well as our residents’ academic accomplishments with listings of published manuscripts and poster/oral presentations at national research and educational meetings.

Last but not least, thank you to our Education Office faculty and staff for their hard work and unwavering dedication to our residents, students and to the educational program in our department: Dr. Julie Walsh-Covarrubias, Associate Professor and Associate Director of Education; Nancy Atkins, Residency Program Director and Christy Willis, Clerkship Coordinator as well as our new receptionist, Karen Chiu. With such great residents, faculty and staff to work with, Dr. Kilgore often said that the Program Director has the best job in our department...so far, I am finding that he is absolutely correct! -- *Dr. Goepfert*

**“Better than a thousand days of diligent study is one day with a great teacher.”**

**— Japanese proverb**

## GYN Oncology Appoints a New Fellowship Director



Dr. J. Michael Straughn, Jr. has been appointed to the position of GYN Oncology Fellowship Director. He began teaching as a Clinical Fellow/Instructor here at UAB in 2000 and is currently an Associate Professor. He has been involved in resident and fellow education since his fellowship and has received several teaching awards during the last 10 years. Dr. Straughn serves as a reviewer for several medical journals and holds a membership with eight professional societies. Dr. Straughn is the Secretary/Treasurer for the Alabama Association of ACOG. He is a dedicated professional who knows how to motivate his learners to reach for excellence. Dr. Straughn is a dynamic and committed educator who will serve the position well.

## Education Corner

### Issues Surrounding Teaching in the Clinical Environment

From the [Clinical review -ABC of learning and teaching in medicine](#)

The clinical environment has many strengths for teaching and learning: 1) focused on real problems, 2) relevance and active participation motivates learners, 3) professional thinking/behavior is modeled by teachers, and 4) history taking, physical exam, clinical reasoning, decision making, empathy, etc. can be taught as an integrated whole. Despite the educationally sound approach offered by the clinical environment, there are a number of problems and challenges facing teachers during implementation.

#### Common Problems with Clinical Teaching

- Lack of clear objectives and expectations
- Focus on factual recall not problem solving / attitudes
- Teaching pitched at the wrong level (usually too high)
- Passive observation not active learner participation
- Inadequate supervision / provision of feedback

#### Challenges of Clinical Teaching

- Time pressures
- Competing demands - clinical; administrative; research
- Often opportunistic - makes planning more difficult
- Fewer patients (shorter hospital stays; patients too ill or frail; more patients refusing consent)
- Clinical environment not "teaching friendly"

### Tips to Overcoming Teaching Obstacles in the Clinical Environment

There are many effective teaching principles can be integrated into clinical teaching to help teachers overcome the number of obstacles presented by the clinical environment. Below are quick tips to implement:

- ◆ **Planning** - provides structure/context for teaching and learner as well as a framework for reflection/evaluation
  - ◇ Four questions to ask yourself when planning a clinical teaching session:
    1. **Who am I teaching?** - determine current knowledge so that you can teach at their level
    2. **What am I teaching?** - focus on one or two points so as not to overwhelm the learning
    3. **How will I teach it?** - prep learner before seeing patient, demonstrate, guide learner during, etc.
    4. **How will I know if the learner understand?** - ask questions or for explanations!!

*Continued on page 4 . . . .*

◆ **5-steps of the “One-Minute Preceptor”**

1. *Get a commitment* - “What do you think is going on with this patient?”
  - ◇ pushes learner beyond comfort level, making teaching encounter more active / personal
2. *Probe for supporting evidence* - “What factors in the history and physical support your diagnosis?”
  - ◇ ensures not just a lucky guess (lucky guesses and logical answers are often rewarded the same)
3. *Teach a general principle* - “If a patient only has . . . then . . . is not possible.”
  - ◇ time limitations prevent in depth teaching so outline 1 or 2 relevant teaching points for the situation
4. *Reinforce what was right* - “You clearly integrated your H&P findings into making that assessment of . . .”
  - ◇ reinforcement of positive behaviors increase the likelihood that the learner will incorporate later
5. *Correct mistakes* - “I agree that the patient is probably . . . , but we still need to do a careful H&P.”
  - ◇ identifying specific areas of weakness will help guide the learner’s continuing growth

Adapted from the [Clinical review -ABC of learning and teaching in medicine](#)

## Guess Who???

Hint: All are faculty  
Answers at bottom of page



## UAB Health System Physician Resource Office

Under the direction of Sandra Frazier, MD, PRO hopes to increase the medical professional’s awareness of the importance for self care in the midst of a career dedicated to caring for others. By addressing matters of physician health, UAB’s PRO hopes to encourage faculty and students to promptly seek attention and be aware of their own health needs! In addition to prevention and education services, the PRO assists with treatment planning, return to work issues, and monitoring for physicians needing continuing care. For more information, visit the [PRO Website](#).

This newsletter is from the Department of Ob/Gyn’s Education Directorate.

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