

Medical Education Notes

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Curriculum News

From the Director



I offer this first edition of “Medical Education Notes” as a forum for departmental conversation about teaching. I am deeply indebted to each of you—residents, faculty, midwives, and nurses, support staff and especially, the students — who have generously articulated your observations, ideas, rewards, teaching methods, frustrations and hopes for education in our department. We have an impressive collective wisdom as teachers and supporters that must be shared.

— Carla Lupi, MD, Director, Graduate Medical Education, Department of Obstetrics and Gynecology.

New Clerkship Coordinator: Tameka Collins



Since Tameka Collins joined the Department of Obstetrics and Gynecology on December 11, she has quickly become an invaluable partner in running the 3rd year clerkship. She is nearing completion of a master’s degree in higher education administration from Barry University and brings a strong background in student counseling from her years at Florida State University. Her enthusiasm and adaptability, in the face of daily upkeep challenges as well as the constant upheaval of a clerkship undergoing major revision, have been a true asset to the clerkship. The students on the last rotation block, the first ones to rate her participation, gave her very high marks. Thank you, Tameka, for all your hard work!

All New Clinical Work Cards

All faculty and residents have hopefully by now signed off on the new “Clinical Work Cards,” a booklet each third year student is given at the start of their rotation to track their interactions with patients and on-site didactic instruction. Besides fulfilling a national medical school requirement to document this information, the “Clinical Work Cards” have worked well at other medical schools (such as University of North Carolina where the idea was developed) to help students seek out core instruction and clarify student educational goals for faculty, residents, midwives and nurses. Please e-mail any comments or suggestions about the cards to Dr. Lupi at clupi@med.miami.edu.

Residents

Workshop for Residents

Drs. Paul Mendez and Yvonne Diaz from Internal Medicine will present the first of a series of workshops to our Ob/Gyn residents called “**Teaching Residents to Teach.**” The workshop will be held on March 8, from 9-12 a.m. in ET4004. These interactive forums, used to great success in other ob/gyn residency programs, offer some very practical structures and skills for teaching in many clinical settings and apply to educating not only students but other residents.

Thank you, Dr. Hoffman



Dr. Camille Hoffman is pictured here with Dr. Victor Gonzalez-Quintero.

As physicians, midwives, nurses, ultrasound technicians and administrative staff in the Department of Obstetrics and Gynecology, we cannot forget that our success or failure at providing a meaningful educational experience often determines whether students choose our specialty. Congratulations to Dr. Camille Hoffman, whose example profoundly impressed one student who wrote:

“Camille Hoffman embodies everything that a medical student hopes for in a resident. She routinely asks questions and teaches during rounds, on clinics, and the O.R. in a way that provokes interest and enthusiasm for ob/gyn. Prior to my rotation, I had absolutely no interest in ob/gyn. My interactions with Dr. Hoffman have always been positive and I have, because of her teaching and leadership, developed a sincere appreciation

Residents get High Ratings

Residents provide the educational “heart and soul” of our students’ clinical experience on the ob/gyn clerkship. Kudos to the many of our third year residents who received high student ratings during this last rotation when they were stretched more so than ever for time. Students specifically mentioned **Dr. Guell’s ability to delegate tasks to a large group** in a way that made them feel included and enhanced learning; **Dr. Rodriguez’s willingness to pause in the middle of “so much to do” to thoughtfully answer questions**, and **Dr. Triana’s supervision while letting students “do a lot.”**

And special accolades go to **Dr. Gaitan**, who ran both the yellow and blue teams on the last rotation! One student wrote:

“I feel that I learned so much from her teaching points during rounds, clinic, and on L&D. She is an outstanding resident. Her compassion and warm personality can be seen in everything she does, from the way she takes care of the patients on the services to the way she takes time to make sure we understand and pick up on critical points during rounds.”

First and Second Year Education

Our department is providing several lectures to this year’s Reproductive Endocrine Module in late March. Drs. **Yasin** (Physiology of Lactation), **Attia** (PCOS and the Menstrual Cycle), **Shapiro** (Menopause) and **Medina** (Gynecologic Diseases) will be joined this year by Drs. **Jacques** (Fetal/Placental Physiology) and **Updike** (Abnormal Uterine Bleeding). **Dr. Norris** will be lecturing on Contraception for the “Doctoring Course,” a two-year curriculum that covers communication skills, ethics and professionalism, systems based practice, special populations, and evidence based medicine. **Dr. Lupi** gave the Introduction to Evidence-Based Medicine lecture to this year’s first year students in August and voluntary faculty member Dr. Steven Chavoustie presented the lecture on female pelvic examination to first year students.

UWISE - the New APGO Resource for Case-Based Learning

Our department now has an online subscription to APGO’s database of over 500 case-based questions called **UWise**. Students may access this to study for the NBME (shelf exam). Faculty and residents may use it to better understand student learning objectives and prepare didactic materials.

[Click here](#) to begin using UWISE

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Labor and Delivery - The Roles of Midwives and Nurses as Educators

A very attractive aspect of ob/gyn is the variety of our clinical practice—surgery, labor and delivery, ultrasound, outpatient care, etc. Packing all of this into a six-week clerkship, however, poses a hefty challenge for students and teachers. Students must adapt quickly to many different environments and professional staff and educators must efficiently help students make the most of each setting.

In the intense and very unique environment of labor and delivery, where our students have three 12 hour shifts over the six weeks, even the best students have often reported great difficulty in carving out their role.

Many other programs have successfully drawn on their midwifery and nursing staffs to “anchor” the student experience on L&D. We are fortunate that **Josephine Alade, CNM**, and her staff, who have provided our students some of their best experiences on L&D, graciously agreed to teach obstetrics to all third year students on weekdays. **L&D Head Nurse Pat Woodruff** and **Gerri Sogliuzzo, nurse educator**, have also agreed to ensure that each third year student is paired with an appropriate patient whose RN will teach the students nursing care skills, medication use and dosing, the course of normal labor, and fetal heart monitoring.

Faculty

Students on the last few rotations have repeatedly mentioned **Dr. Gonzalez-Quintero's** stimulating teaching style and consistent attention to ensuring hands-on experience in cesarean sections. **Dr. Pearson** continues to be singled out as a role model who effectively involves students in ward rounds, the OR and the clinic. Our faculty advisor groups, in which five to eight students meet weekly during the rotation with a single faculty member for case presentations and discussion, get consistent high marks from students and very positive feedback on the faculty participating on any given rotation.

Dr. Glenn Salkind, a long-time voluntary faculty member who has repeatedly received the top honor from students as best voluntary faculty for the entire medical school, continues to present his highly regarded lecture on managed care and private practice and now lectures on pubertal development as well.



Teaching Tips

Students on the last rotation repeatedly mentioned **Dr. Updike's attention and consistency** on ward rounds. With our large student groups, brining the entire “crowd” to each bedside may not always be practical. When Dr. Updike left some students and residents “at the cart,” she often directed one of the residents to teach on a particular topic in her brief absence.

As attending and senior residents, let's always look for opportunities to direct others to teach. Ask your student about why we check urine output, what is gnRH, what is the difference between a complex and simple cyst, why is that patient getting GBS prophylaxis, what is the discriminatory zone, what is stress incontinence, describe the difference between a late and a variable, etc.

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