

We encourage you to join our Surgical Education Research and Innovation Working Group. Anyone interested in sharing or expanding their teaching and learning experiences can be part of this working group. Please contact **Sarah Sullivan** at sullivans@surgery.wisc.edu.

Selected podium presentations by participants in the surgical education research and innovation group:

Association for Surgical Education Annual Meeting

- The Hands and Head of a Surgeon: Modeling Operative Competency with Multimodal Epistemic Network Analysis - Ruis AR, Rosser AA, Quandt-Walle C, Williamson Shaffer D, Pugh CM
- Why Saying What You Mean Matters: An Analysis of Trauma Team Discourse -Jung HS, Warner-Hillard C, Thompson R, Haines K, Moungey B, LeGare A, Williamson Shaffer D, Pugh CM, Agarwal S, Sullivan S
- The Impact of Pre-Simulation Orientation On Anxiety, Confidence, and Performance During a Surgery Intern Preparatory Boot Camp
Bommer C, Sullivan S, Campbell K, Leverson G, Ahola Z, Agarwal S, O'Rourke A, Jung HS, Gibson A, Liepert A

Academic Surgical Congress

- How Does Surgical Performance Change in Laboratory Years?
Nathwani JE, Law KE, Wise BJ, Lian S, Garren ME, DiMarco SM, Pugh CM
- Residents' Response to Bleeding During a Simulated Robotic Surgery Experience
Walker JL, Nathwani JN, Laufer S, Jocewicz FF, Pugh CM

American College of Surgeons Surgical Simulation Conference

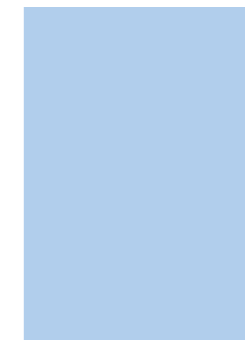
- The Use of Epistemic Network Analysis to Evaluate Non-technical Skills Performance in Trauma Simulation Education
Sullivan, S, Warner-Hillard C, Eagan B, Thompson R, Ruis AR, Legare A, Pugh CM, Williamson Shaffer, D, Jung HS

Society of Black Academic Surgeons Annual Meeting

- Breast Health Awareness: What are Patients' Learning Needs?
Maulson L, Laufer S, Sunkara A, Pugh CM
- Skill Loss and Maintenance for Research Residents: A Longitudinal Study
Witt AK, Nathwani JN, DiMarco SM, Pugh CM

Society of American Gastrointestinal and Endoscopic Surgeons Annual Meeting

- A Comprehensive Training Program to Facilitate Adoption of Laparoscopic Inguinal Hernia Repair for Practicing Surgeons
Greenberg J, Jolles S, Sullivan S, Pavuluri Quamme S, Greenberg C, Pugh CM



Layton F. Rickers Education Retreat

Scaffolding the Development of Expertise

Department of Surgery

University of Wisconsin School of Medicine and Public Health



Department of Surgery
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

H4/710 Clinical Science Center | 600 Highland Avenue | Madison, Wisconsin 53792
(608) 263-1400 | www.surgery.wisc.edu

June 6, 2017 | Health Sciences Learning Center

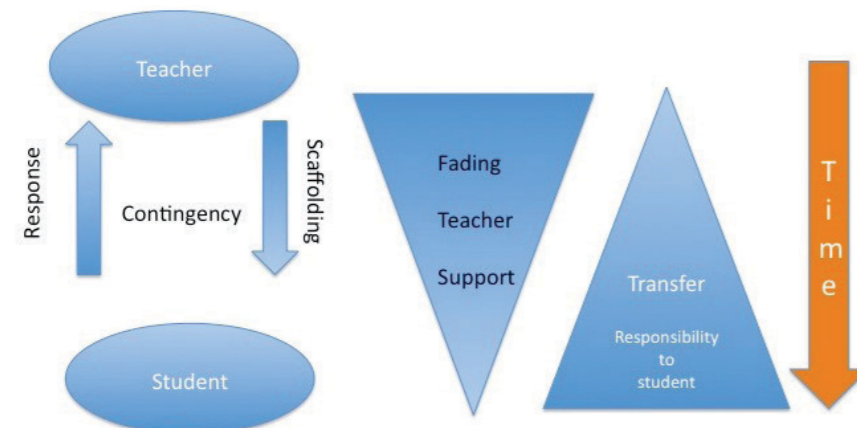
Welcome to the Annual Rikkers' Day Education Retreat!

This has been a year of growth and change for our department and surgical education. The Surgical Education Innovation and Research Working Group has been meeting twice a month and discussing such topics as competency-based teaching and assessment, simulation, educational interventions at different levels of medical training, and program evaluation. Additionally, the group has been busy with education research initiatives and presentations, some of which are highlighted on the back of the booklet.

Retreat theme: Scaffolding the Development of Expertise

In construction, supports, called scaffolds, are used until the building is ready to stand independently. The scaffold provides support and extends the range of the workers, allowing for the accomplishment of tasks that would otherwise be impossible on their own. In education, the metaphor of scaffolding is used to describe the role of the teacher in controlling parts of the learning task beyond learners' individual capabilities. The teacher supports learners in focusing on aspects of a task that they can master at their level of skill and knowledge, through methods such as targeted instruction, coaching, assistance, and feedback. As the accompanying figure illustrates, over time, supports are faded and responsibility for increasingly complex tasks and processes is transferred to the learner. The time as well as the kinds of scaffolding needed for learning and development will be unique for each student. Recognizing this helps to ensure that our learning environments support learners at all levels of training as they develop expertise in a variety of skills and settings and develop as surgical leaders.

Finally, as always, this booklet serves as a reminder of accomplishments and a brief update on a sample of surgical education projects and initiatives in the department. Please make sure to communicate anything new or that may have been missed. Thank you all for attending the Education Retreat and for all your efforts as teachers and learners!



The cycle of scaffolding.



Thank you to the Education Retreat Planning Committee!

Carla Pugh
 Sarah Sullivan
 Alyssa Schappe
 Jen Steiman
 Ann O'Rourke
 Hee Soo Jung
 Paul DiMusto
 Amy Liepert
 Veronica Watson
 Shannon DiMarco
 Elizabeth Bingman

Medical Student Teaching Awards

Layton F. Rikkers Faculty Award for Medical Student Education

- 2010 Bruce Slaughenhaupt
- 2011 Rebecca Sippel
- 2012 Louis Bernhardt
- 2013 Michael Bentz
- 2014 Jacquelynn Arbuckle
- 2015 Chip Foley
- 2016 Jennifer Steiman

Dean's Teaching Awards

- 1997 Diane Heatley
- 2007 Yolanda Becker
- 2010 Bruce Slaughenhaupt
- 2010 Gretchen Schwarze
- 2012 Rebecca Sippel
- 2014 Louis Bernhardt
- 2016 Michael Bentz
- 2017 Ann O'Rourke

Dean's Award for Excellence in Student Research Mentorship

- 2010 Herbert Chen
- 2013 Gregory Kennedy
- 2016 Rebecca Sippel

General Surgery Resident Teaching Awards

Chief Award to Faculty for Teaching: Selected by chief class as the best faculty teacher

- 2009 Chip Foley
- 2010 James Orr
- 2011 Jim Maloney
- 2012 Mike Garren
- 2013 Jacob Greenberg
- 2014 Peter Nichol
- 2015 Charles Leys
- 2016 Kenneth Kudsk

Louis Bernhardt Resident Teaching Award: Awarded to faculty who has made significant contribution to the educational mission of the General Surgery Residency Program

- 2013 Clifford Cho
- 2014 Ann O'Rourke
- 2015 Suresh Agarwal
- 2016 Jennifer Steiman

Layton F. Rikkers Chair Teaching Award: Awarded to faculty for educational excellence based on resident evaluations

- 2013 Lee Wilke
- 2014 Rebecca Sippel

- 2015 Chip Foley
- 2016 Lee Faucher

Urology Resident Teaching Awards

Wear Teaching Award: Resident-selected teaching award for faculty

- 2006 Bruce Slaughenhaupt; David Caropreso
- 2007 John Kryger; Andrew Graf
- 2008 Jason Gee; D. Brooke Johnson
- 2009 Daniel Williams; Reginald Bruskevitz
- 2010 Wade Bushman; David Caropreso
- 2011 Jason Abel; David Paolone
- 2012 Wade Bushman; Andrew Graf
- 2013 Tracy Downs
- 2014 David Paolone
- 2015 Dan Gralnek; Sarah McAchran
- 2016 Wade Bushman

General Surgery Resident Awards

Ben Lawton Award: Awarded to the chief resident with the best overall medical student score over the course of their residency

- 2009 Chirag Dholakia
- 2010 Erik Johnson
- 2011 Joshua Hermsen
- 2012 Aaron Chalmers
- 2013 Andrew Russ
- 2014 Ari Reichstein
- 2015 Laura Fischer
- 2016 Patrick Shabino

Resident Teacher and Leader Award: Selected by residents and awarded to the General Surgery resident who best demonstrates the virtues of teacher and leader

- 2013 Andrew Russ
- 2014 Ari Reichstein
- 2015 Adam Brinkman
- 2016 Patrick Shabino

2016 Annual Resident Teaching Awards

Given to a PGY-3 or PGY-4 involved in clinical teaching in the Third Year Surgery Clerkship and based on medical students' evaluations and focus group comments

- Charles Acher (General Surgery)
- Dana Henkel (General Surgery)
- Ken Lewoczko (Otolaryngology)
- Brian Christie (Plastic Surgery)
- Ngii Tazeh (Urology)
- Christopher McAninch (Vascular Surgery)

Online Lectures for CME Credit

Weekly Surgery Grand Rounds are broadcast live and archived online, free to anyone with access to the Internet. The program was accredited in 2009 by the Accreditation Council for Continuing Medical Education (ACCME). Physicians, nurses, and APPs can earn CME credit for attendance.

The Voice and Swallow Clinics Lecture Series is another online program that allows medical professionals to earn CME credit for attendance. It is an ASHA Approved CE Provider program, free to anyone to use, and sponsored by the Department of Surgery.

Project ECHO

Project ECHO® (Extension for Community Healthcare Outcomes) is an international telehealth initiative that connects specialists in the Department of Surgery with the primary care providers across the region. Via a regularly scheduled videoconference, UW specialists provide education and lead a collaborative discussion on submitted patient cases. This program allows patients to be treated for chronic and complex diseases while staying within their own community. Tune in every third Thursday of the month at 2pm. CE credit is available to those who attend the live teleconference.



Department of Surgery Opioid CME Session

In response to the new requirement for two hours of CME Credit related to Opioid Prescribing, the Department of Surgery will host a special two-hour presentation.

Wednesday, June 14, 2017

6:30 – 8:30 am

1306 HSLC

Presenter: Nate Rudin, MD, MA, FAAPMR

Surgery Sett Podcast

The Department of Surgery introduced a new podcast to educate and entertain surgeons, medical trainees, and other people interested in the art and science of surgery. The Surgery Sett offers conversations with surgical leaders from the University of Wisconsin and across the nation.

The series is hosted by Dr. Jonathan Kohler, a former journalist and assistant professor of surgery and pediatrics. His interviews with surgeons and other medical professionals explore a wide range of healthcare and medical topics. A new 20-minute episode is released every other week on Friday mornings.



Agenda

June 6, 2017, 4:30 p.m. – 8:00 p.m.

4:30 – 6:00	Feedback Booths – 1220 HSLC Poster Session – HSLC Atrium Hors d'Oeuvres and Drinks – HSLC Atrium
5:30 – 6:00	Moderated Poster Presentations – HSLC Atrium
6:00 – 6:05	Introduction from Dr. Mike Bentz – 1325 HSLC
6:05 – 6:10	Introduction of Dr. David Farley by Dr. Carla Pugh – 1325 HSLC
6:10 – 7:00	Keynote Presentation by Dr. David Farley – 1325 HSLC
7:00 – 7:45	Moderated Discussion of Keynote Presentation – 1325 HSLC
7:45 – 7:55	Presentation of Annual Resident Teaching Awards – 1325 HSLC
7:55 – 8:00	Presentation of the Layton F. Rikkers Award – 1325 HSLC

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While you're here, make sure you...

- Participate in the Feedback Booth (MAMA credit available)
- Stop by to learn more about the Surgical Flight Plan
- Get an update on our use of the SIMPL app
- Take part in the discussion related to our keynote speaker's talk

keynote speaker



David R. Farley, MD

Dr. David Farley, MD

David R. Farley, MD is a professor of surgery at Mayo Clinic College of Medicine and Science and was the program director for general surgery for 15 years. He is the associate director of the Mayo Clinic Multidisciplinary Simulation Center. Dr. Farley has taught and trained over 300 general surgery residents and remains committed to producing the very best graduating general and subspecialty surgeons.

Dr. Farley's clinical research focuses on forms of cancer (thyroid, breast, adrenal), pathologic states (primary hyperparathyroidism, inguinal – incisional – umbilical – femoral herniae, gallbladder stones), and improving surgical techniques (laparoscopic adrenalectomy, inguinal hernia, and ventral hernia procedures). His current passion is to create better surgeons in less time. Dr. Farley places an emphasis on generating smarter, more experienced, and technically savvy surgeons through the use of simulation, online learning, preemptive learning, candid and frequent assessment, and focused remediation.

Dr. Farley obtained his BS degree in 1983 and his MD degree in 1988 from the University of Wisconsin, Madison. He did his general surgical residency at Mayo Clinic, Rochester, Minnesota from 1988 to 1994 before joining as a faculty member. In his tenure at Mayo Clinic, he has served as the Vice Chair for Education, Associate Medical Director, and program director for the Schwartz-Reisman Simulation Research Fellowship.

Dr. Farley has published more than 250 peer-reviewed scientific articles and book chapters. He has served on numerous medical journal editorial boards and currently is an editorial board member of the Journal of Surgical Education.

He is currently a director for the American Board of Surgery (2016-2022) and is a member of several surgical societies, including the American College of Surgeons, the American Surgical Association, American Association of Endocrine Surgeons, Association of Program Directors in Surgery, and the Western Surgical Association.

Dr. Farley believes today's learners are tomorrow's leaders. Preparing medical students, nurses and residents to become exceptional caregivers enhances the care of all future patients. Good luck is when preparation meets opportunity. We need to prepare our learners to be our trusted caregivers.

We are honored to have him as the keynote speaker for this year's Layton F. Ridders Education Retreat.

Recent Publications

Dunn W, Dong Y, Zendejas B, Ruparel R, Farley DR. Simulation, Mastery Learning and Healthcare. *Am J Med Sci* 2017 Feb; 353 (2):158-165 Epub 2016 Dec 16

Gas BL, Mohan M, Jyot A, Buckarma EH, Farley DR. Does scripting operative plans in advance lead to better preparedness of trainees? A pilot study. *Am J Surg* 2016 Nov 08 [Epub ahead of print]

Meet Your Continuing Professional Education Program

Manager: Veronica Watson

Veronica Watson is originally from Chicago, IL. She came to Madison to pursue a Bachelor's degree in Business from Edgewood College. She obtained a consequent Master's degree in Organizational Development and Psychology in 2013. For the past six years, she has been working in higher education enriching programs in diversity and inclusion, health services, and global education. Most recently, Veronica has been focusing on completing a doctorate in higher education administration and expects to complete the program in December 2017.

For the Department of Surgery, Veronica is focusing on continuing education, including but not limited to, medical education, faculty development, and creating programs that are engaging and valuable to Department of Surgery faculty and staff, such as Surgery 101. In working to improve standard flows of information, Veronica is also a part of the communications committee, dedicated to address communication concerns and updating the intranet.

Research and workflow practices and procedures are a huge part of her work life and home life. At home, Veronica manages one husband, two brilliant children and two pets (dog Rocky and bearded dragon Princess Jazmine). Finding a balance between work, school and home has been a tricky act, but with an enormous amount of support, it works.

Following the completion of the 8th Annual Current Topics in General Surgery course, Veronica looks forward to devoting a significant portion of her time to faculty development strategies and writing.



Faculty Publications

Since our last education retreat, researchers in the department have produced over 30 publications related to surgical education topics. Here is a sample of some of their work:

Hands-on Training in the Operating Room as a Method of Continuing Education for Surgeons in Practice - DiMusto PD, Chen H, Kent KC

Exploring Senior Residents' Intraoperative Error Management Strategies: A Potential Measure of Performance Improvement - Law KE, Ray RD, D'Angelo AL, Cohen ER, DiMarco SM, Linsmeier E, Wiegmann DA, Pugh CM

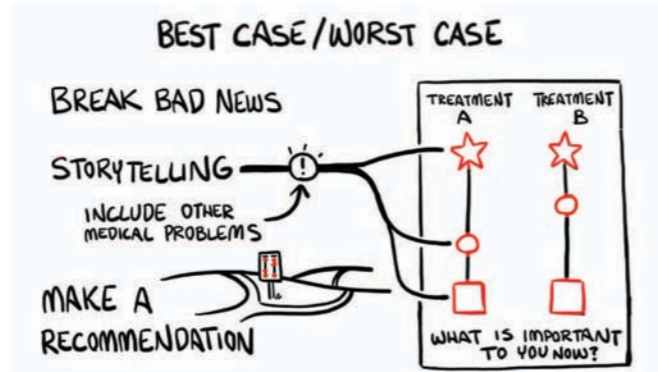
Development of an Innovative 3D Printed Rigid Bronchoscopy Training Model - Al-Ramahi J, Luo H, Fang R, Chou A, Jiang J, Kille T

Evaluating the Effectiveness of a Mock Oral Educational Program - Fischer LE, Snyder M, Sullivan S, Foley EF, Greenberg JA

Strategies for Building Peer Surgical Coaching Relationships - Beasley HL, Ghousseini HN, Wiegmann DA, Brys NA, Quamme SR, Greenberg CC

Best Case/Worst Case: High-Stakes Surgical Decisions

To promote shared decision making in high-stakes decisions, researchers led by Dr. Gretchen Schwarze developed the Best Case/Worst Case communication framework for face-to-face discussions about treatment options in the context of serious illness. This framework is designed to help physicians discuss options with frail older patients and their families to achieve treatment decisions that align with patient preferences. Although surgeons often lead complex preoperative conversations with patients and their families, they receive little communication training.



The Best Case/Worst Case framework helps surgeons and patients communicate about treatment decisions.

To address this need, the research team developed the Best Case/Worst Case framework with input from focus groups consisting of surgeons and older adults. Importantly, the group also developed training materials to allow healthcare providers to learn how to use Best Case/Worst Case. This program incorporates an instructional video and small group practice using role play.

More information is available at www.youtube.com/watch?v=FnS3K44sbu0, and the training program can be accessed at www.hipxchange.org/BCWC.

Decision Aid Improves Patients' Knowledge of Surgical Options

A web-based decision aid that allows women with early breast cancer to easily compare surgical treatment options helps them make more informed decisions, suggests a randomized trial conducted by Dr. Heather Neuman and colleagues.

In the trial, 309 women were sent an e-mail before their first visit with a breast surgeon that contained either a link to the decision aid—which included textual explanations, video vignettes, and comparison tools such as tables—or links to high-quality standard cancer websites. Immediately before their visit, the decision-aid group correctly answered 80% of knowledge questions related to breast surgery, whereas the group sent links to standard websites answered 66% correctly.



A new decision aid tested by Dr. Neuman helps breast cancer patients understand their choices.

“Receiving a decision aid resulted in improved knowledge over receiving selected standard websites, especially on that key concept of whether there was an impact on survival of waiting a few weeks. Receipt of a pre-consultation decision aid may decrease the urgency patients feel around decision-making, and this may ultimately increase the quality of the patient-surgeon consultation as well as patient decision-making,” commented Dr. Neuman.

About Dr. Rikers

Dr. Layton F. “Bing” Rikers is a native of Wisconsin and received his undergraduate degree from the University of Wisconsin–Madison. After graduating from Stanford University Medical School, he completed general surgery residency at the University of Utah and two one-year fellowships at the Royal Free Hospital in London and Emory University in Atlanta. He spent seven years on the faculty at the University of Utah before serving as the Musselman Chair of Surgery at the University of Nebraska Medical Center from 1984 to 1996 and then the A.R. Curreri Chair of Surgery at the University of Wisconsin from 1996 to 2008. During his 12-year tenure as surgery chair at the UW, the faculty doubled in size and our NIH ranking rose to 13th in the nation, representing a significant increase in research funding. Dr. Rikers established the annual Resident Research Day and the annual Education Retreat. He is currently Emeritus Professor of Surgery at Wisconsin.



Layton F. “Bing” Rikers, MD

Retreat History

The University of Wisconsin Department of Surgery Education Retreat was initiated in 1998 to offer a venue to recognize and support the educational efforts of the Department of Surgery. Initially dedicated to improving education within the department with a focus on medical student education, the event has evolved over the years. While the information transmitted during the retreat was likely helpful in improving the teaching abilities of those who attended, more importantly it was a yearly reminder that education was an essential component of the department’s mission.

In 2008, it was named the Layton F. Rikers Education Retreat to honor our past Chair of Surgery who held the education of medical students and residents as a high priority. The surgeons who have served as visiting professors to the retreat are a virtual “who’s who” of surgical education in the United States.

Previous Speakers

- 1998 – Craig Gjerde, PhD
- 1999 – Deb DaRosa, PhD
- 2000 – Gary Dunnington, MD
- 2001 – Ajit Sachdeva, MD
- 2002 – Thomas Krummel, MD
- 2003 – Stephen R.T. Evans, MD
- 2004 – John Leeman Tarpley, MD
- 2005 – Richard K. Reznick, MD
- 2006 – Yolanda Becker, MD
- 2007 – Jo Shapiro, MD
- 2008 – Bruce L. Gewertz, MD
- 2009 – Mary E. Klingensmith, MD
- 2010 – David Rogers, MD
- 2011 – Ajit Sachdeva, MD
- 2012 – Carlos Pellegrini, MD
- 2013 – Julie Freischlag, MD
- 2014 – Frank R. Lewis, MD
- 2015 – Gerald M. Fried, MD
- 2016 – Leigh A. Neumayer, MD, MS

An Interdisciplinary Approach to Establishing a Surgical Skills Curriculum

Surgical resident hour limitations have necessitated operative skill training outside of the OR. Low-cost box trainers and virtual reality systems are useful for resident training; however, they do not replace surgical skill wet-labs, which produce essential learning outcomes in realistic exercise. Unfortunately, materials and human resource requirements make wet-labs utilizing biologic samples costly.

To resolve this problem, our General Surgery Residency program initiated a relationship with the University of Wisconsin School of Veterinary Medicine's Small Animal Surgery Residency program to pilot a cost-effective, interdisciplinary, surgical skills curriculum. A novel interdisciplinary surgical skills curriculum was implemented: PGY2 general surgery residents and veterinary surgery residents participated in monthly joint surgical skills practice sessions. To date, eight general surgery residents and five veterinary surgery residents have each participated in three joint skills sessions, taught by both general surgery and veterinary surgery faculty. An iterative review of qualitative data suggests that skill sessions reinforce knowledge and reflexivity. Participants also indicate that the collaborative skills sessions are an enjoyable and valuable learning activity.

Division of Vascular Surgery Selected as Education Pilot Site

The Division of Vascular Surgery was selected as one of 10 sites around the country (out of 40 applicants) to pilot the Fundamentals of Vascular Surgery curriculum. This is a skills curriculum that focuses on three open tasks and seven endovascular tasks using simulation, similar to the Fundamentals of Laparoscopic Skills. The ultimate goal is to use this as an evaluation tool on a national level.



General surgery and veterinary surgery residents in a bowel anastomosis skills session.



The Vascular Surgery Division was selected as a pilot site for a skills curriculum, including simulation tasks.

Surgery Intern Preparation Curriculum

2017 marked some big changes for the Surgery Intern Preparation Curriculum (S-IPC). This is most highlighted by the curriculum transformation requirement for all UWSMPH students to participate in a school-wide IPC prior to graduation. With the new graduation requirement, the S-IPC included all students entering General Surgery, Orthopedics, or OB/Gynecology internships – bringing the S-IPC course numbers to 34 students (15 Gen Surg, 9 Ortho and 10 OB/Gyn). Topics pertinent to all students were delivered in large, class wide lectures as part of a new CORE Curriculum. However, the skills and surgery-specific curriculum were continued as in prior years. New components specific to Ortho and Ob/Gyn were directed by Drs. Chris Doro and Cara King respectively. Simulation was used early and late in the course to allow the graduating students to practice independent clinical decision making perioperative scenarios they are likely to encounter early in their internships.



Students get hands-on experience in operative scenarios during 2017's Surgery Intern Preparation Curriculum.

New additions this year made by Dr. Amy Liepert were a Mastery Learning Module on Chest Tube Insertion that the General Surgery students participated in and a Mastery Learning Module for Sterile Technique Preparation that all S-IPC students and Emergency Medicine students participated in. Overall, there were 37 faculty, 5 NP or nurses, and 25 residents who participated in teaching the S-IPC. From the Department of Surgery, 22 surgeons and 17 residents were involved. This is a huge amount of work and dedication to make final preparations for our graduating medical students who will be continuing on in a surgical specialty. It truly does "take a village."



22 surgeons and 17 residents helped make the 2017 Surgery Intern Preparation Curriculum possible.

In their own words:

What medical students say about resident and faculty teaching

"They took the time to talk with me during surgery, and made me feel like I had a place there."

"They took the time to make sure I was prepared for presentations and surgical procedures."

"They were great at providing actionable feedback and took the time to teach. They were extremely reassuring and were a great source of support."

medical student education

Congratulations to Our Student Educators



Thank you to Dr. Jacquelynn Arbuckle! Throughout her academic career, Dr. Arbuckle has been a dedicated instructor, and has been the Academic and Career Mentor for McPherson House, one of five houses in the medical school, since 2011. She also mentored students from across all of the houses interested in surgical specialties and was an essential part of making match preparations for fourth-year students. Dr. Arbuckle retired from the University on June 1st, 2017. We wish her the best!



Dr. Ann O'Rourke, Surgery Clerkship Director, received the 2017 Dean's Teaching Award. These awards recognize excellence and innovation in medical education, and are given to nominees who have shown a high degree of creativity in medical education, a high level of teaching effectiveness, and extraordinary and sustained dedication to medical student learning.



Dr. Anne Lidor was integral in the implementation of a successful acting internship in surgery. She partnered with Dr. O'Rourke to provide a fantastic experience for our medical students. Thank you Dr. Lidor!



Elizabeth Bingman, MS, Dr. O'Rourke's administrative partner in overseeing the medical student surgery clerkship, received the 2017 Association of Surgical Education (ASE) Clerkship Coordinator Recognition Award at the annual meeting. This award is given annually to one Clerkship Coordinator in the country who has made the biggest contribution to the students and faculty at their School of Medicine.

Elizabeth has been a leader in the department, facilitating the monthly Medical Student Education Committee meeting, orienting and managing all student rotations, developing unique mobile interfaces for student communication and evaluation, and actively participating in LCME committees.

Urology Simulation Education Program

The Department of Urology has begun work to create a Urology Simulation Education Program for residents, students, and other learners. The goal is to create a premier skills and simulation program to be a model for urology programs across the country. A Urology Simulation Committee, led by Barb Lewis, RN, MS and Patrick McKenna, MD and consisting of faculty, residents, and administration are guiding the development of the program.

The program will include a PGY-1 bootcamp, surgical skills labs, simulated patient scenarios, computer-based training, and high fidelity models. The goals for the first year are to start the PGY-1 bootcamp by focusing on knot-tying, suturing, laparoscopic skills, and suturing/stapling bowel anastomoses. The bootcamp will include aspects of and build upon the ACS/APDS Phase 1 curriculum. Each laboratory will have a faculty champion as well as additional faculty instructors.

Initial surgical skills labs will include a ureteral reimplant lab, an artificial urinary sphincter lab, slings, and penile prostheses. Educational research will be an integral part of each component of the program.

Otolaryngology Trivia Night

Trivia Night was championed by otolaryngology residency program director, Dr. Tony Kille. The program has an excellent track record of graduates passing the Board Certification Exam, however, the In-Service Exam scores are generally only average or below-average as compared with trainees in other otolaryngology programs. The reasons for this are likely multi-factorial. Regardless, this was recognized as a potential program weakness, and ways to improve were explored. Thus, Trivia Night was developed.

Trivia Night was held in early March – just prior to the In-Service Exam. Resident teams consisted of equal distributions of senior and junior residents, and there

What's covered in the urology simulation program

PGY-1 Bootcamp

- Knot tying
- Suturing
- Laparoscopic skills
- Anastomoses
- Cystoscopy
- Ureteroscopy
- TURP
- Laser surgery
- Robotics

Surgical Skills Labs

- Ureteral Reimplant
- Artificial urinary sphincter
- Slings
- Penile prosthesis
- Porcine labs

Simulated Patient Scenarios

- GU history and exam
- Disease specific cases
- Transitions of care
- Delivering bad news
- Disclosure of medical errors

Computer-based courses

- Ethics
- Professionalism

was also a faculty team. Fifty questions were created based on high-yield topics representing all sub-specialty areas of otolaryngology. After all answers were submitted, the correct answer was displayed, and time was regularly taken to review the correct answer, and the reasoning for it, with the residents and faculty.

The overall response from the residents and faculty was very positive. Several residents mentioned that questions from the Trivia Night directly helped them figure out questions on the In-Service Exam. The results of the In-Service Exam have yet to be analyzed to see if there was a significant improvement. However, the program plans to organize similar Trivia sessions in the future (approximately twice per year), and monitor test results over time.

UW-ACS Surgical Education Research Fellowship

In collaboration with the American College of Surgeons (ACS) Division of Education, the UW Department of Surgery introduced a two-year education research fellowship for residents. The goal of the fellowship is to provide surgical residents with the knowledge, skills, and hands-on experience required to become nationally recognized leaders in the field of surgical education.



AMERICAN COLLEGE OF SURGEONS

*Inspiring Quality:
Highest Standards, Better Outcomes*

Current Fellow: Dr. Andrew Ruis

Dr. Ruis earned his BS and BA from the University of California, Davis, and his MA and PhD from the University of Wisconsin, Madison. He has conducted research and published papers in the history of science and medicine, learning sciences, health policy, and medical and surgical education. His book, *Eating to Learn, Learning to Eat: The Origins of School Lunch in the United States*, will be published by Rutgers University Press in the summer of 2017.

From 2015 to 2017, Dr. Ruis was the inaugural University of Wisconsin-American College of Surgeons Education Research Fellow. As a fellow, Dr. Ruis conducted research on operative simulation, learning in CME courses for practicing surgeons, and assessment of operative performance. This research resulted in a number of published papers and presentations, including a plenary presentation at the joint session of the 2017 APDS/ASE conference.



Dr. Andrew Ruis, the current UW-ACS surgical education research fellow.

Incoming Fellow: Dr. Martha Godfrey

Dr. Godfrey will be joining the department on July 10 2017 and will spend two years with us conducting surgical education research and pursuing a Master's degree in educational psychology. A particular interest of hers is designing, implementing, and studying training programs intended to support the professional development of clinicians as educators.

Surgical Critical Care Fellow Spotlight: Dr. Krista Haines



Dr. Haines is a native of Florida. She obtained a Master's degree in bioethics and medical humanities in 2005 from the University of South Florida and then conducted clinical and basic science research in the USF Department of Surgery for 6 years focusing on hepatobiliary and bariatric surgery. She obtained her medical degree from Lake Erie College of Osteopathic Medicine in 2010. She completed her General Surgery residency at Mercy Medical Center in Des Moines, IA in 2016. Prior to her fellowship, Dr. Haines had more than 30 publications, and in 2009 she won the American Society of Anesthesiologists Exceptional Merit for Scientific Exhibit Award.

As the Surgical Critical Care Fellow, Dr. Haines spends the majority of her time in the Trauma Life Support Center participating in the multidisciplinary care of critically ill surgical patients. She is involved in many key hospital programs including the UW Hospital Ethics Committee and the TLC quality improvement committee. She is also a member of the UW Acute Pancreatitis Work Group (PANC) and helped to develop their patient outcomes database.

Dr. Haines has been successful in many academic pursuits during her fellowship. She participates daily in the training of residents and medical students on the critical care services. She also played a major role in the implementation of the UWSMPH Surgical Intern Preparatory Course: teaching documentation, surgical procedures and taking students through simulation exercises. In addition, Dr. Haines has been engaged in multiple research projects in health services, clinical trials and education. Her areas of interest include healthcare disparities and acute respiratory failure ventilator management strategies. She has written multiple grant applications for critical care clinical trials and she is part of the Wisconsin Trauma Education and Assessment Methodologies Research Program, where she helps to study educational strategies for interprofessional trauma teams. During this past year, she has presented at many national meetings, and she recently won the 37th Annual Milton Lunda Paper Competition and will represent the state of Wisconsin at the regional meeting. Dr. Haines has had four abstracts accepted at national meetings and she is working with faculty on completing a book chapter.

After completion of her surgical critical care fellowship year, Dr. Haines will spend a second year with the Division of Trauma and Acute Care Surgery focusing on academic and research development. Her goal is a career as an academic acute care surgeon.

Surgical Fellowships

Cardiothoracic Surgery

Colorectal Surgery

Endocrine Surgery

Head and Neck
Oncology and
Microvascular
Reconstructive Surgery

Laryngology

MIS, Foregut and
Bariatric Surgery

Surgical Critical Care

Surgical Oncology

Transplantation Surgery

Vascular Surgery