Gynecologic Oncology Fellowship

Overall Program Goals and Objectives

**Overview:** The program of training in gynecologic oncology is 36-months, including 24 months devoted to clinical gynecologic oncology and 12 months dedicated to research which includes required core graduate-level didactics.

The program bases the following objectives on the core competencies outlined in the *ACGME Program Requirements for Graduate Medical Education in Gynecologic Oncology* and subcompetencies as outlined in the *ACGME Gynecologic Oncology Milestones*.

Fellow assessments are training level-specific and based on the ACGME core competencies:
- Patient care
- Medical knowledge
- Practice-based learning and improvement
- Interpersonal and communication skills
- Professionalism
- Systems-based practice

Program Evaluation:
- Fellows evaluate each rotation confidentially using an electronic evaluation [MedHub]
- Fellows evaluate the faculty confidentially using an electronic evaluation [MedHub]
- Faculty and fellows evaluate the program confidentially using an electronic evaluation [MedHub]
- Mayo Clinic School of Graduate Medical Education (MCSGME) monitors the fellowship program by internal periodic program review
- ACGME monitors and accredits the fellowship program by external program review

1. **PATIENT CARE (note: includes surgical skills)**
   **Competency Goals**
   - Train gynecologic oncology fellows to competency in evaluation, treatment, and management of complications of the gynecologic cancer patient.
   - Train competent gynecologic oncologists capable of independently directing treatment in concert with subspecialists in radiation oncology, medical oncology, intensive care, and general surgery.
   - Train gynecologic oncologists capable of performing the surgical procedures necessary to manage gynecologic cancers and pre-invasive diseases.

   **Implementation**
   - Didactic conferences based on *ACGME Program Requirements for Graduate Medical Education in Gynecologic Oncology* and *ACGME Gynecologic Oncology Milestones*.
   - Participation and presentation at Tuesday morning multi-disciplinary gynecologic oncology conferences in the management of complex gynecologic cancer cases.
   - Preparation and participation in weekly Tumor Board.
   - Participation and teaching in daily teaching rounds with staff on all inpatients.
   - Participation and demonstration of mastery in the annual pelvic anatomy course.
   - Demonstration of competency to perform advanced surgical procedures using non-embalmed cadaveric procedure skills lab throughout the clinical 24 months.
   - Clinical experience in patient interview, examination, and decision making during rotations in gynecologic oncology and medical oncology.
   - Completion of the basic laparoscopy skills module and robotic skills training.
• Participation in cadaveric robotic radical hysterectomy workshop annually.
• Participation in Oncology Emergencies simulation annually.
• Demonstration of proper surgical technique for advanced surgical cases using direct operating room experience along with supplemental video demonstration of specific procedures (video library).

**Metrics for assessing patient care competencies include:**
• Global assessment [MedHub] – faculty, program director
• Multisource assessment [MedHub] – allied health staff, students, self
• Surgical case log – program director, faculty
• Serial evaluation using core surgical procedure assessments [MedHub] – faculty, program director
• Direct observation of interactions within:
  o Gynecologic oncology weekly Tumor Board [MedHub] – faculty, program director
  o Gynecologic oncology journal clubs [MedHub] – faculty, program director
  o Ob-Gyn Department Quality and Safety Conference presentations [MedHub] – faculty, program director
  o Gynecologic oncology fellowship didactic conferences – faculty, program director
• Semi-annual summative evaluation [MedHub] - program director
• Semi-annual formative evaluation/meeting with Fellow Advisory Committee - faculty, program director
• Evaluation of surgical skills using non-embalmed procedure skills evaluation [MedHub] – faculty, program director
• Standardized evaluation of laparoscopic skills – faculty, program director
• Case log based clinical case review [MedHub] – faculty, program director
• Clinical Competency Committee (CCC) semi-annual meeting – faculty, program director

2. **MEDICAL KNOWLEDGE**

**Competency Goals**
• Provide educational conferences founded in the promotion of adult self-directed learning and lifelong learning skills.
• Foster acquisition of knowledge in the basic science and clinical practice of gynecologic cancer.
• Provide fellows with the opportunity to acquire sufficient knowledge and judgment competency to pass the American Board of Obstetrics and Gynecology (ABOG) written examinations for certification in the subspecialty of gynecologic oncology.

**Implementation**
• Weekly fellowship-specific didactics (using a problem-based curriculum) guided by ACGME Program Requirements for Graduate Medical Education in Gynecologic Oncology and ACGME Gynecologic Oncology Milestones.
• Participation and presentation at Tuesday morning multidisciplinary gynecologic oncology conference.
• Participation in weekly Tumor Board.
• Participation and teaching in daily teaching rounds on all inpatients.
• Completion of required courses in biostatistics, research protocol development, and pelvic anatomy during the first year of fellowship.

**Metrics for assessing medical knowledge competencies include:**
• Formal evaluation in required courses in biostatistics, research protocol development, and anatomy as organized within the Mayo Clinic Graduate School of Biomedical Sciences (MCGSBS).
• Global assessment [MedHub] – faculty, program director
• Multisource assessment [MedHub] – allied health staff, students, self
• Surgical case log – program director, faculty
• Core surgical procedure assessments [MedHub] – faculty, program director
• Direct observation of interactions within:
  o Gynecologic oncology weekly Tumor Board [MedHub] – faculty, program director
  o Gynecologic oncology journal clubs [MedHub] – faculty, program director
  o Ob-Gyn Department Quality and Safety Conference presentations [MedHub] – faculty, program director
  o Gynecologic oncology fellowship conferences – faculty, program director
• Semi-annual summative evaluation [MedHub] - program director
• Case log based clinical case review [MedHub] – faculty, program director
• Masters of Biomedical Science in Gynecologic Oncology or CCaTS written examination – program director, faculty
• Clinical Competency Committee (CCC) semi-annual meeting – faculty, program director

3. PRACTICE BASED LEARNING

Competency Goals
• Train fellows in the principles and practices of gynecologic oncology including protocol preparation, Institutional Review Board (IRB) function, statistics, and manuscript preparation.
• Provide opportunities to present scientific information in a professional manner.
• Foster development in fellows the skills necessary for search and interpretation of the relevant literature.
• Include fellows in evidence-based discussions that may lead to improvements in the practice of gynecologic oncology.
• Provide fellows experience in the quality and performance improvement process including the assessment of their surgical outcomes through regular quality improvement conferences.

Implementation
• Required courses in biostatistics, including research design.
• Research year with a dedicated mentor to facilitate design and implementation of clinical or translational research protocols and experimental procedure including data interpretation, hypothesis generation, and troubleshooting.
• Assignment to clinical research mentor and/or program director for the design of at least one retrospective research protocol and project.
• Participation in weekly didactic problem-based learning curriculum.
• Completion of training for conduct of human research (online training module).
• Preparation of cases for Ob-Gyn Department Quality and Safety Conference conference to review outcomes and treatment approaches in gynecologic oncology.
• Regular presentation at journal club during Tuesday morning multi-disciplinary conference.

Metrics for assessing practice-based learning competencies
• Global assessment [MedHub] – program director, faculty
• Multisource assessment [MedHub] – allied health staff, self
• Semi-annual summative evaluation [MedHub] - program director
• Semi-annual formative evaluation/meeting with Fellow Advisory Committee – faculty, program director
• Feedback on conference presentations by attending staff.
• Regular feedback from lab and clinical mentors on design, execution, and progress on research projects with required quarterly written evaluations.
• Written evaluation documenting mastery of material for safe conduct of human research.
• Review of all scientific presentations by faculty prior to presentation outside of institution.
• Oral thesis examination – program director, faculty, Master’s thesis advisory committee
• Clinical Competency Committee (CCC) semi-annual meeting – program director, faculty

4. **INTERPERSONAL AND COMMUNICATION SKILLS**

**Competency Goals**
- Demonstrate for fellows effective communication with patients, their families, and medical and allied health staff.
- Teach fellows to communicate clearly with patients and their families the risks, benefits, and alternatives to various interventions.
- Demonstrate how to compassionately and effectively give bad news to the cancer patient.
- Demonstrate how to communicate surgical errors to patients.

**Implementation**
- Daily teaching rounds with staff and joint face-to-face interactions with patients and families.
- Closely supervised evaluations of patients by fellows in clinical settings.
- Didactics and simulations to discuss giving bad news as part of didactic curriculum.
- Inclusion of topics of full disclosure policy and giving bad news at didactic conferences.
- Daily written summaries of care via progress notes and discharge/care summaries.

**Metrics for assessing interpersonal and communication competencies**
- Global assessment [MedHub] – program director, faculty
- Multisource assessment [MedHub] – allied health staff, students, self
- Semi-annual summative evaluation [MedHub] - program director
- Semi-annual formative evaluation/meeting with Fellow Advisory Committee – faculty, program director
- Direct observation of interactions within:
  - Gynecologic oncology weekly Tumor Board [MedHub] – faculty, program director
  - Gynecologic oncology journal clubs [MedHub] – faculty, program director
  - Ob-Gyn Department Quality and Safety Conference presentations [MedHub] – faculty, program director
  - Gynecologic oncology fellowship conferences – faculty, program director
- Daily evaluation of clinical summaries/notes
- Clinical Competency Committee (CCC) semi-annual meeting – program director, faculty
5. PROFESSIONALISM

Competency Goals
- Promote the professional behaviors that are consistent with departmental and institutional mutual respect guidelines.
- Role model compassionate care and provide fellows the opportunity to demonstrate this same compassionate care.
- Foster the development as leaders in gynecologic oncology and the ability to educate patients, students, and colleagues about the attributes of our specialty including participation in the educational, therapeutic, and political societies associated with gynecologic cancers.

Implementation
- Topic review in the core curriculum on ethical and legal aspects of gynecologic oncology.
- Mandatory institutional education on mutual respect.
- Attention to professionalism in all patient encounters.
- Role models of faculty and other gynecologic surgery staff.
- Promote attendance at the annual conference of the Society of Gynecologic Oncologists (SGO) with support for participation in fellow forums and leadership opportunities.
- Support fellow attendance for presentation of scientific data at national meetings.

Metrics for assessing professionalism competencies include:
- Global assessment [MedHub] – program director, faculty
- Multisource assessment [MedHub] – allied health staff, students, self
- Semi-annual summative evaluation [MedHub] - program director
- Semi-annual formative evaluation/meeting with Fellow Advisory Committee – faculty, program director.
- Direct observation of interactions within:
  - Gynecologic oncology weekly Tumor Board [MedHub] – faculty, program director
  - Gynecologic oncology journal clubs [MedHub] – faculty, program director
  - Ob-Gyn Department Quality and Safety Conference presentations [MedHub]– faculty, program director
  - Gynecologic oncology fellowship conferences – faculty, program director
- Monitoring of accuracy and timeliness of clinical documents.
- Regular monitoring by program director of academic productivity.
- Clinical Competency Committee (CCC) semi-annual meeting – program director, faculty

6. SYSTEMS-BASED PRACTICE

Competency Goals
- Train fellows to provide cost-effective health care while maintaining standards of quality.
- Demonstrate and integrate the need for appropriate outside consultation in a multi-specialty practice setting.
- Demonstrate the various strategies for cost-containment.
- Expose fellows to the Mayo model of care for gynecologic oncology patients, as well as other practice models for delivering such care and the strengths and limitations of each of the various models.

Implementation
• Participation in multidisciplinary care conferences.
• Participation in daily treatment planning using standardized care protocols for advanced gynecologic cancer.
• Review of care options including use of multidisciplinary care at Tumor Board and in research conferences for best evidence based practice.
• Participation in NRG Oncology Semi-annual Meeting at least once during fellowship.
• Participation in research on outcomes based delivery of care for endometrial and ovarian cancers.
• Daily demonstration of an effective multi-disciplinary approach to the management of gynecologic cancers.
• Participation in quality improvement research with mentors in Gynecologic Oncology.

**Metrics for assessing systems-based practice competencies**
• Global assessment [MedHub] – program director, faculty
• Multisource assessment [MedHub] – students, self
• Surgical case log – program director, faculty
• Compliance with institutionally directed and mandated educational modules – program director
• Oral thesis examination – program director, faculty, Master’s thesis advisory committee
• Clinical Competency Committee (CCC) semi-annual meeting – program director, faculty
• Specific evaluation of daily practice regarding cost-effective and justified use of medical services (MedHub)