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TITLE:
Bold & Bite-Sized Learning Bonbons for Residents and Students in the Ambulatory Obstetrics & Gynecology Clinic

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INTRODUCTION:
Graduate surveys completed by outgoing residents in Obstetrics & Gynecology at New York Presbyterian Hospital-Columbia Campus have consistently reflected a lower level of confidence and comfort in readiness for practice in the outpatient setting compared to inpatient care. Previously, there was no formal curriculum for training residents in office practice. We created an ambulatory curriculum for residents and students, implementing bite-sized modules, using a flipped classroom format, during the first fifteen minutes of every clinic session.

METHODS:
We distributed weekly surveys to 24 residents and 6 faculty.

RESULTS:
Average survey completion rate was 72.2%. Residents' comfort with the topic discussed increased from pre-module to post-module survey in 100.0% of weeks. This increase was statistically significant ($p \leq 0.05$) in 72.2% of modules. Similarly, residents' confidence counseling a patient regarding the topic increased from pre-module to post-module survey in 100.0% of weeks. This increase was statistically significant ($p \leq 0.05$) in 77.8% of modules. The average homework completion rate was 70.8%, and the average report of the homework as a useful exercise was 83.5%. 98.3% of preceptor surveys reported that the learners were extremely engaged. 100.0% of preceptor surveys reported that this is an effective means of teaching ambulatory care.

CONCLUSIONS:
Overall, we have shown that it is feasible and effective to create and implement an ambulatory curriculum for residents in Obstetrics & Gynecology. In the future, we will evaluate whether graduated residents report that they feel better prepared for office practice as compared to classes that did not receive this curriculum.