5/st GLOBAL CONGRESS ON MIGS

December 1-4, 2022 | Gaylord Rockies Resort and Convention Center | Aurora, Colorado

SYLLABUS

Surgical Tutorial 1: Asherman's Syndrome

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The following members of AAGL have been involved in the educational planning and/or review of this course (listed in alphabetical order by last name).

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FACULTY DISCLOSURE

The following have agreed to provide verbal disclosure of their relationships prior to their presentations. They have also agreed to support their presentations and clinical recommendations with the "best available evidence" from medical literature (in alphabetical order by last name).

Miriam Hanstede, MD *
Prof. Jude E. Okohue*
James Robinson, MD, MS*

Surgical Tutorial 1: Asherman's Syndrome

Chair: Professor, Jude Ehiabhi Okohue

Faculty: Miriam M.F.Hanstede, MD and James K. Robinson, MD, MS

Course Description

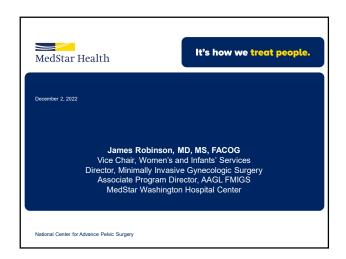
Asherman's syndrome is a rare condition in resource-rich countries. Unfortunately, it is common in developing countries, especially those with restrictive abortion laws. This makes hysteroscopic adhesiolysis a common procedure in such environments. For this reason, practitioners have, over time, developed tricks and tips for performing Asherman's syndrome surgery in an outpatient clinic setting. While showcasing numerous videos of some of the most challenging cases, the various tips and tricks for ensuring a successful outcome will be shown and discussed. The course will commence with didactic lectures on Asherman's Syndrome delivered by renowned experts. This will be followed by videos explaining the basics of hysteroscopic adhesiolysis for beginners and the advanced hysteroscopist. Finally, a step-by-step approach to entry into the difficult uterine cavity, real cases where complications occurred, and tips on how to prevent such complications will be presented.

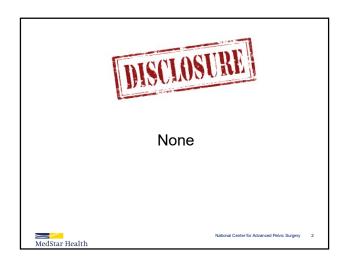
Learning Objectives

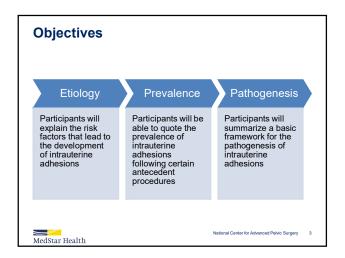
At the conclusion of this course, the participants will be able to: 1) 1) Cite the etiopathogenesis of, and diagnose, Asherman's syndrome; 2) Utilize tricks learned on how to navigate a difficult cavity in cases of severe Asherman's syndrome; and 3) Recognize the incidence of uterine perforation and employ steps in preventing a perforation.

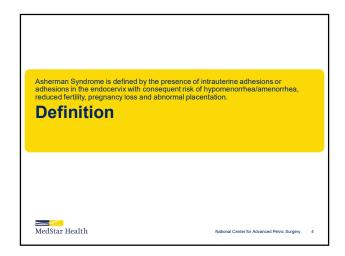
Course Outline

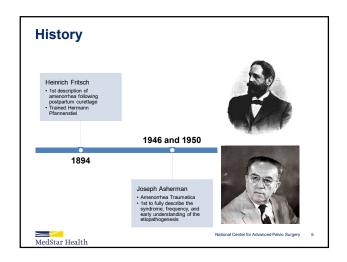
11:30 am	Welcome, Introduction and Course Overview	J.E. Okohue
11:35 am	Etiopathogenesis of Asherman's Syndrome	J.K. Robinson
11:45 am	Asherman's Syndrome: Current Perspectives on Diagnosis	M.M.F. Hanstede
12:00 pm	Navigating a Difficult Cavity: Video Demonstrations on Tricks and Tips, Including Complications	J.E. Okohue
12:20 pm	Questions & Answers	All Faculty
12:30 pm	Adjourn	

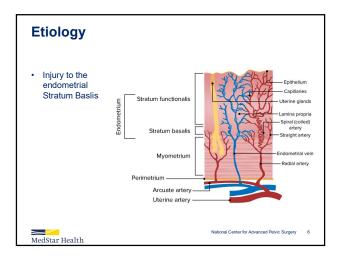


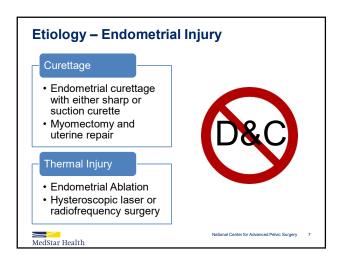


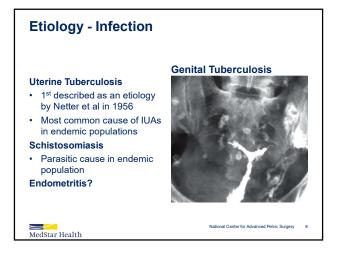


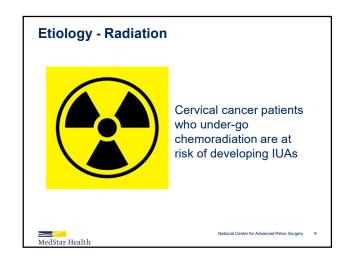


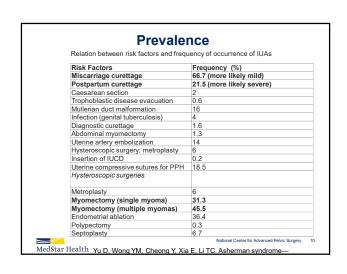


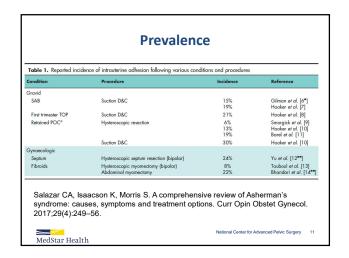


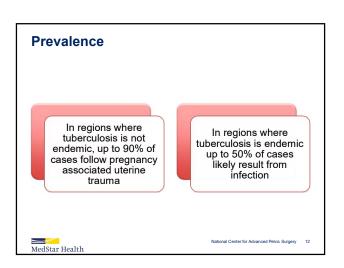


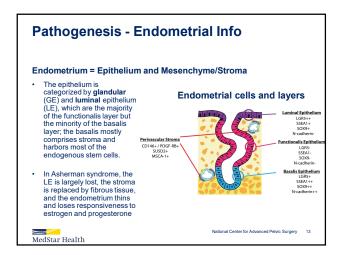


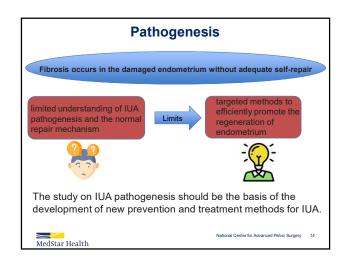


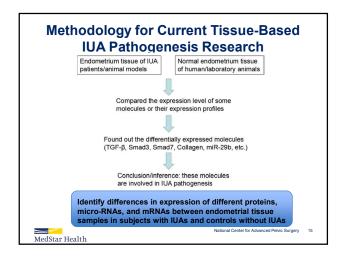


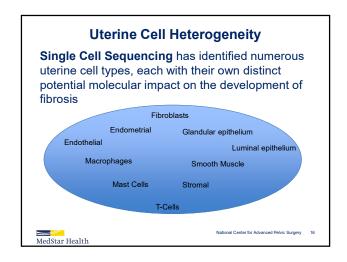








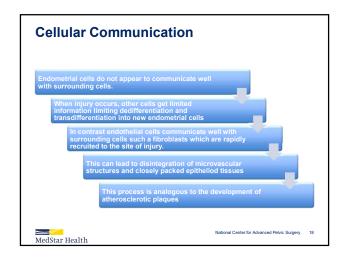


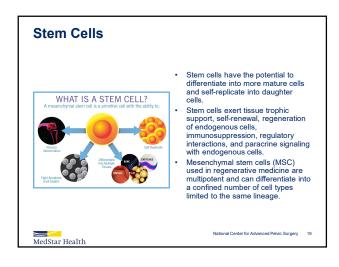


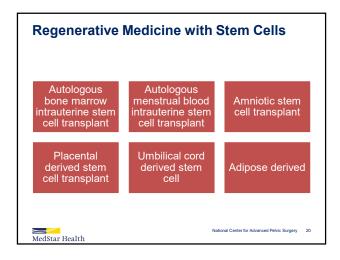
We hypothesize that in the injured endometrium, insufficient functional cell renewal capacity will lead to exposure of the wound to pathogens and dead cells, infiltrating immune cells and other effector cells, and ultimately steer the emergent response of a large amount of extracellular matrix secreted to seal the wound, thus forming IUA. Similar phenomena have been observed in cardiac, hepatic, renal, and pulmonary fibrosis [32]

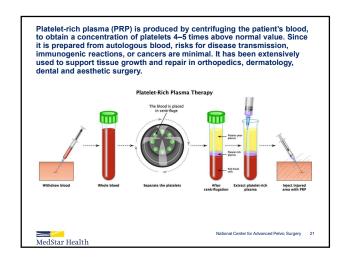
Insufficient Cell Plasticity Model

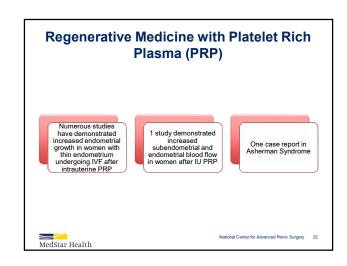
MedStar Health

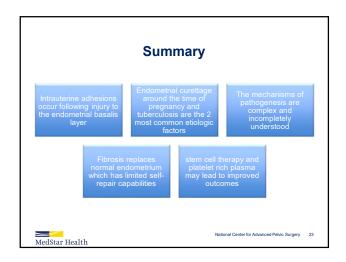


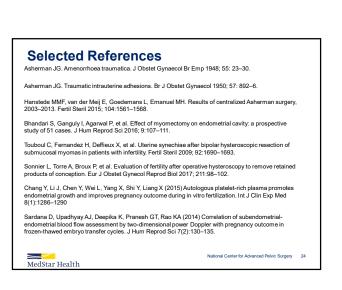












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Netter AP, Musset R, Lambert A et al. Traumatic uterine synechiae: a common cause of menstrual insufficiency, sterility and abortion. Am J Obstet Gynecol 1956; 71: 368.

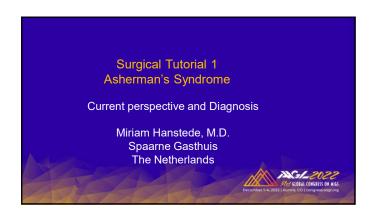
MedStar Health

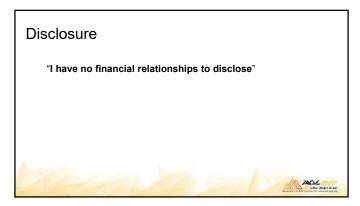
National Center for Advanced Pelvic Surgery 25

Thank you

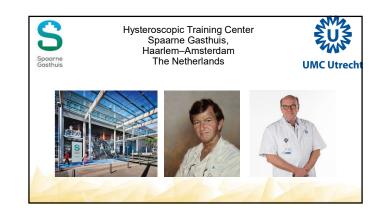
It's how we treat people.

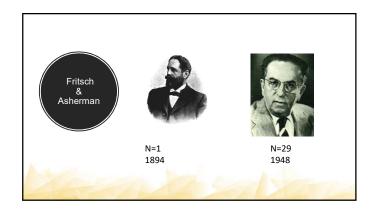
MedStar Health

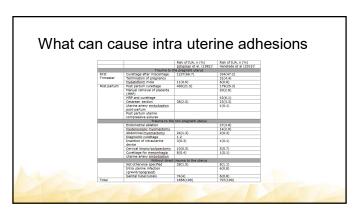




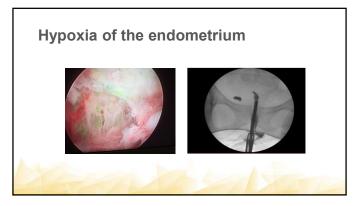
Objectives How to diagnose clinical relevant intra uterine adhesions How to classify IUA To understand the reason for high obstetrical care To be able to reproduce the prevention options

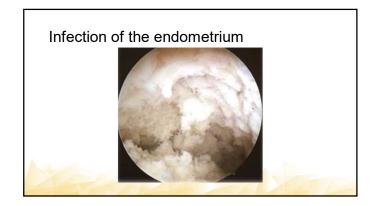








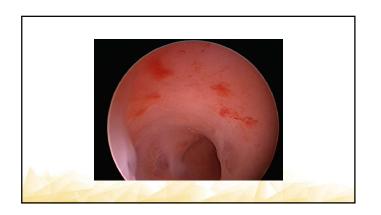


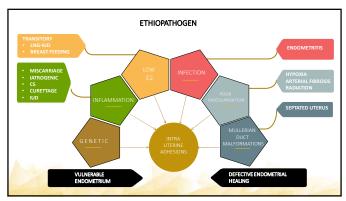


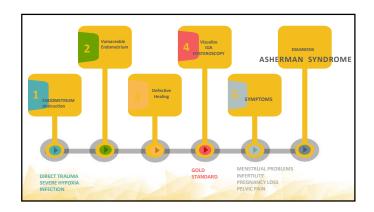


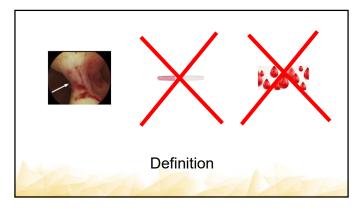






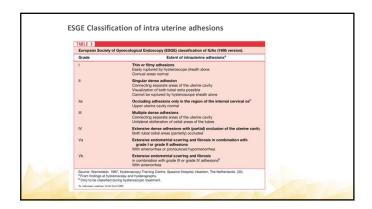


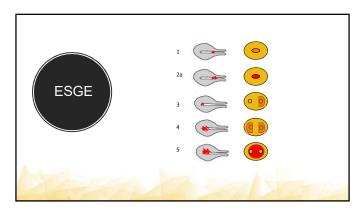


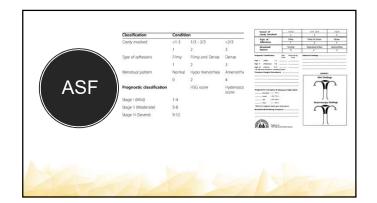


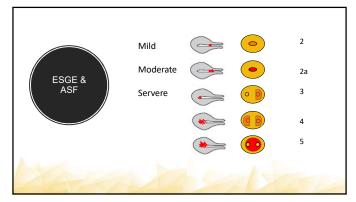
Classification Systems • ESGE • ASF • March • And 14 more

March			
Table 1 Hysteroscopic	classification of intrauterine adhesions ^a		
Classification	Involvement		
Minimal	Less than one-fourth of uterine cavity; thin or filmy adhesions; ostial areas, and upper fundus minimally involved or clear		
Moderate	One-fourth to three-fourths of uterine cavity; no agglutination of walls; ostial areas and upper fundus only partially occluded		
Severe	More than three-fourths of uterine cavity; agglutination of walls or thick bands; ostial area and upper cavity occluded		



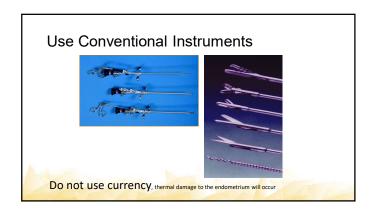


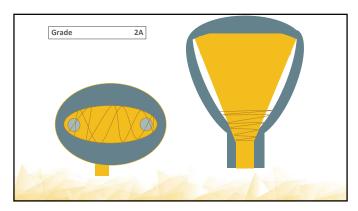


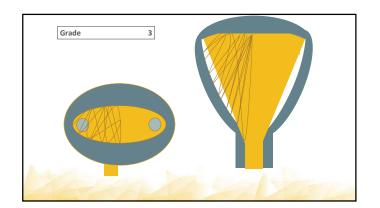


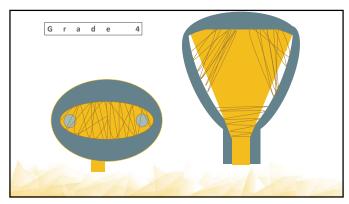
Treatment Options Hysteroscopy golden standard Guidance methods Laparoscopy Ultrasound Fluoroscopy

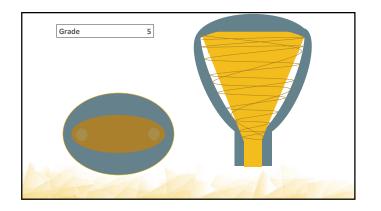


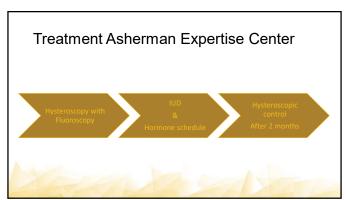


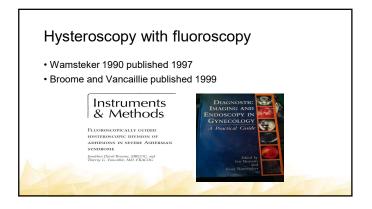


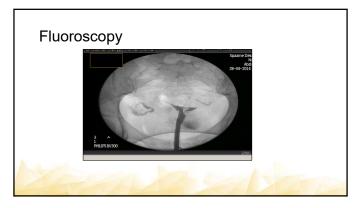




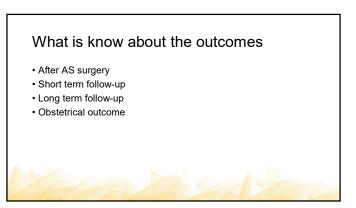


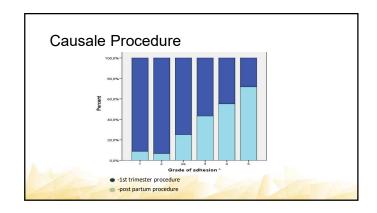


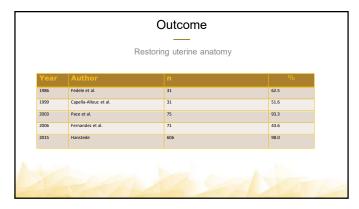


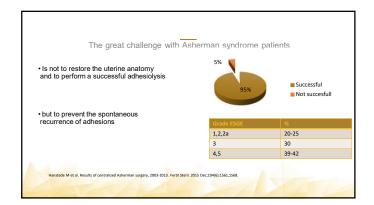


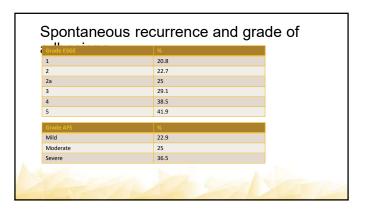


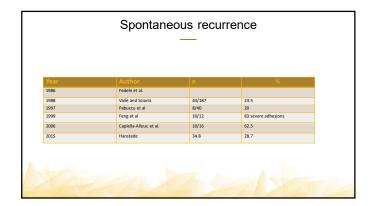


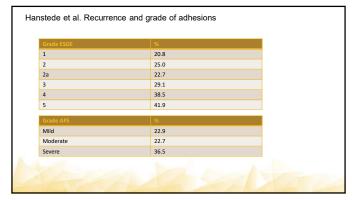


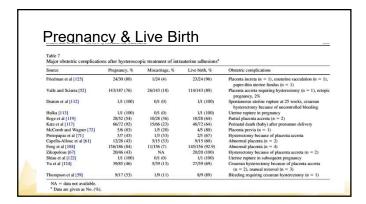


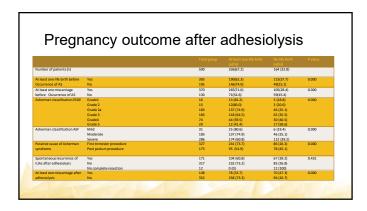


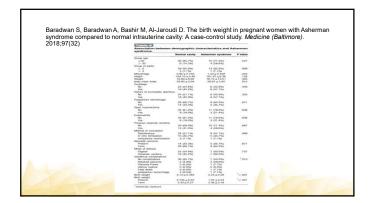


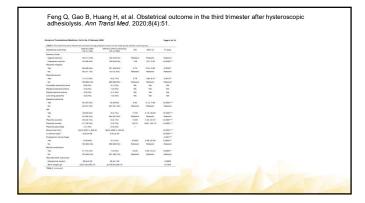


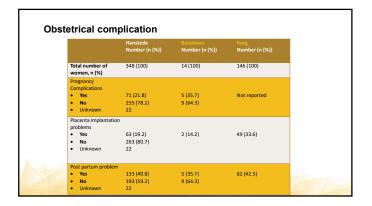


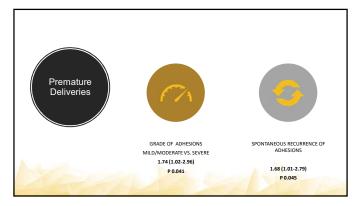




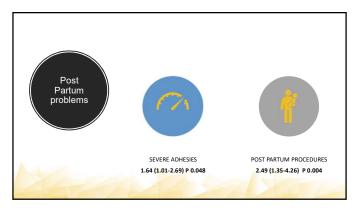






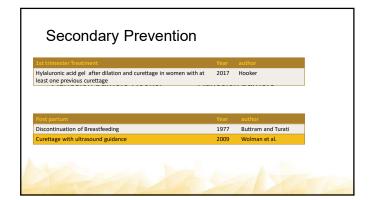


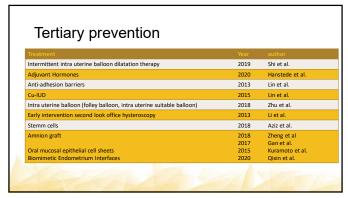


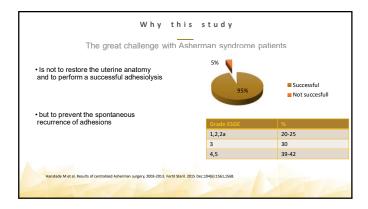


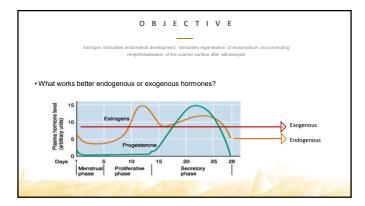
Prevention PRIMARY, prevention of intentional treatment SECUNDARY, prevention of formation of intra uterine adhesions after intentional treatment TERTIARY, prevention of recurrence of adhesions









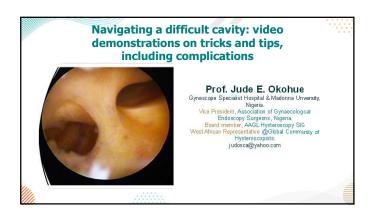


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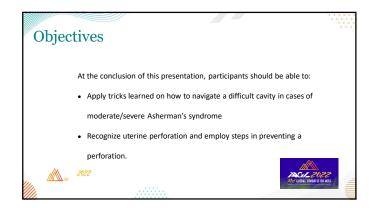
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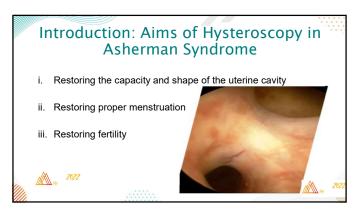
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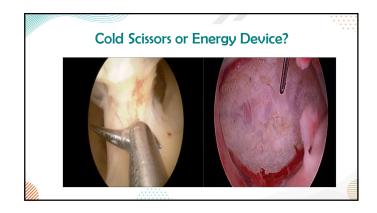




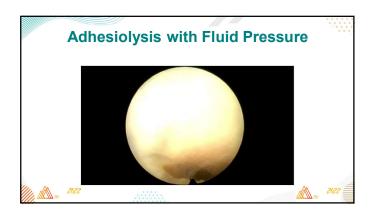








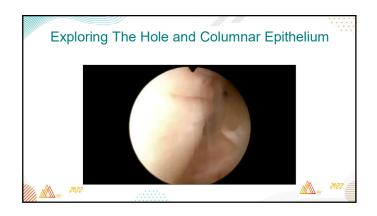




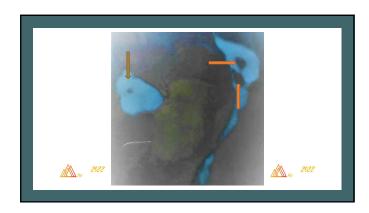








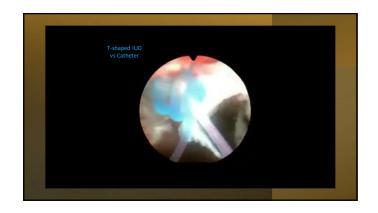






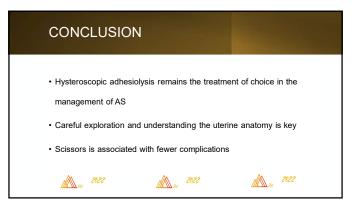




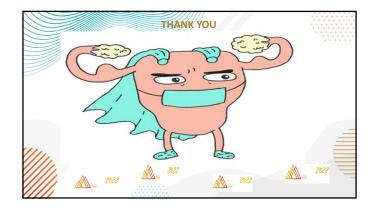








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CULTURAL AND LINGUISTIC COMPETENCY & IMPLICIT BIAS

The California Medical Association (CMA) announced new standards for Cultural Linguistic Competency and Implicit Bias in CME. The goal of the standards is to support the role of accredited CME in advancing diversity, health equity, and inclusion in healthcare. These standards are relevant to ACCME-accredited, CMA-accredited, and jointly accredited providers located in California. <u>AAGL is ACCME-accredited and headquartered in California</u>.

CMA developed the standards in response to California legislation (<u>Business and Professions (B&P) Code Section 2190.1</u>), which directs CMA to draft a set of standards for the inclusion of cultural and linguistic competency (CLC) and implicit bias (IB) in accredited CME.

The standards are intended to support CME providers in meeting the expectations of the legislation. CME provider organizations physically located in California and accredited by CMA CME or ACCME, as well as jointly accredited providers whose target audience includes physicians, are expected to meet these expectations beginning January 1, 2022. AAGL has been proactively adopting processes that meet and often exceed the required expectations of the legislation.

CMA CME offers a variety of resources and tools to help providers meet the standards and successfully incorporate CLC & IB into their CME activities, including FAQ, definitions, a planning worksheet, and best practices. These resources are available on the <u>CLC and IB standards page</u> on the CMA website.

Important Definitions:

Cultural and Linguistic Competency (CLC) – The ability and readiness of health care providers and organizations to humbly and respectfully demonstrate, effectively communicate, and tailor delivery of care to patients with diverse values, beliefs, identities and behaviors, in order to meet social, cultural and linguistic needs as they relate to patient health.

Implicit Bias (IB) – The attitudes, stereotypes and feelings, either positive or negative, that affect our understanding, actions and decisions without conscious knowledge or control. Implicit bias is a universal phenomenon. When negative, implicit bias often contributes to unequal treatment and disparities in diagnosis, treatment decisions, levels of care and health care outcomes of people based on race, ethnicity, gender identity, sexual orientation, age, disability and other characteristics.

Diversity – Having many different forms, types or ideas; showing variety. Demographic diversity can mean a group composed of people of different genders, races/ethnicities, cultures, religions, physical abilities, sexual orientations or preferences, ages, etc.

Direct links to AB1195 (CLC), AB241 (IB), and the B&P Code 2190.1:

Bill Text – AB-1195 Continuing education: cultural and linguistic competency.

Bill Text – AB-241 Implicit bias: continuing education: requirements.

Business and Professions (B&P) Code Section 2190.1

CLC & IB Online Resources:

Diversity-Wheel-as-used-at-Johns-Hopkins-University-12.png (850×839) (researchgate.net)

Cultural Competence In Health and Human Services | NPIN (cdc.gov)

Cultural Competency – The Office of Minority Health (hhs.gov)

Implicit Bias, Microaggressions, and Stereotypes Resources | NEA

Unconscious Bias Resources | diversity.ucsf.edu

Act, Communicating, Implicit Bias (racialequitytools.org)

https://kirwaninstitute.osu.edu/implicit-bias-training

https://www.uptodate.com/contents/racial-and-ethnic-disparities-in-obstetric-and-gynecologic-care-and-role-of-implicitbiases

https://www.contemporaryobgyn.net/view/overcoming-racism-and-unconscious-bias-in-ob-gyn

https://pubmed.ncbi.nlm.nih.gov/34016820/