

**It is the sole responsibility of the student to check AIMS for schedule updates on a daily basis!**

**Northeast Ohio Medical University  
College of Medicine**

<p>Obstetrics and Gynecology Clerkship, OBGY-83003 5 Credit Hours Course Syllabus AY 2020-2021</p>
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**CONTENTS**

	<b><u>Page</u></b>
Table of Contents	
COURSE DESCRIPTION .....	3
General Description.....	3
Course Type .....	3
Course Enrollment Requirements .....	3
Student Assignment.....	3
Pre-reporting Assignment .....	3
Course Schedule .....	3
Pelvic and Breast Examination Review .....	3
Call, Night Float, and Work Hours .....	3
COURSE ADMINISTRATION .....	5
Course Coordinator(s).....	5
Hospital Sites and Clerkship Site Directors .....	5
Orientation.....	8
First Day Reporting .....	8
COURSE OBJECTIVES .....	8
Course Sequence and Links with College of Medicine Program Courses.....	8
Inpatient and Outpatient Rotation .....	9
Instructional Methods/Learning Strategies .....	9
Pathway Articulation.....	9
Academic Integrated Management System (AIMS).....	9

COURSE GRADE .....	10
Final Grade Determination .....	10
NBME .....	11
PBLI .....	11
CSEP .....	13
Formative and Mid-course Feedback .....	14
Narrative Feedback .....	15
Course Remediation .....	15
COURSE TEXTBOOKS AND INSTRUCTIONAL RESOURCES .....	16
Required Textbooks and Resources .....	16
COURSE POLICIES .....	19
Appendices.....	23
Appendix A. APGO Self-Study Educational Case Topic Areas.....	23

## **COURSE DESCRIPTION**

### **General Description**

The Northeast Ohio Medical University M3 Obstetrics and Gynecology Clerkship is a five-week clinical rotation. Women's health is pertinent to half of the human race and as such is viewed as core curriculum for all aspiring physicians. As a student on this rotation, patients will allow you the privilege of sharing in some of the most intimate aspects of their lives – the birth of a child, the vulnerability of undergoing surgery and pelvic examinations, to name a few. Students will be exposed to extensive and unique experiences, and our expectation is that they will gain new insight into the exciting and challenging specialty of Obstetrics and Gynecology. The Obstetrics and Gynecology Clerkship is a key component of the clinical curriculum, i.e., the clinical learning that is framed by engaging in clinical care of patients, as specified in the Clinical Skills Experience Portfolio (CSEP).

### **Course Type**

This course is solely a College of Medicine Course for M3 students taking place at medical facilities under the supervision of clinical site supervisors and their designated staff.

### **Course Enrollment Requirements**

Successful completion of M1 and M2 years of study.

Trainings	Screenings	Immunizations
HIPPA BLS OSHA ACLS Responsible Conduct of Research Human Subjects Research	Criminal Background Check Toxicology Screen TB Test	Hepatitis B, MMR, Tdap, Varicella (required upon matriculation) Flu shot

### **Student Assignment**

Students are assigned to one of the nine hospital sites. All sites offer the benefits of a teaching hospital with outstanding attending faculty. The clerkship teaching sites are commonly bound by shared learning objectives as well as a common didactic and clinical curriculum. Teaching sites are closely monitored to ensure comparability. The depth and scope of clinical encounters during the five-week clerkship are comparable among sites as evidenced by student feedback, clerkship evaluations and National Board of Medical Examiners (NBME) subject examination scores.

### **Pre-reporting Assignment**

In preparation for day-one orientation, students are expected to review the quick clerkship guide provided on AIMS. Students should use this opportunity to familiarize themselves with all materials for the clerkship available on AIMS.

## **COURSE SCHEDULE**

Clerkship schedules will be made available to the students on the first day of each clerkship. For reporting instructions, refer to Site Information resource on AIMS.

### **Pelvic and Breast Examination Review**

On the first day of the clerkship rotation\*, each student will be scheduled to complete a breast, genital and bimanual pelvic examination including Papanicolaou (Pap) smear. The exams will be performed on a gynecological teaching associate (GTA) and will be overseen by a faculty member. In preparation for the session, students should review GTA session materials from M2 and review the videos provided on AIMS.

At the end of the session, the student will be provided feedback on his/her knowledge of female anatomy; proper aseptic, inspection and examination technique, and level of confidence; and communication skills. Detailed information about this session is available on AIMS.

\*Students assigned to Cleveland, Columbus and Toledo sites will participate in this session on the Rootstown Campus during the Prerequisites to the Clinical Curriculum course.

### **Call, Night Float, and Work Hours**

The day typically will end no sooner than 4 p.m. and only after the clinical responsibilities entered into are concluded. Students will be assigned to a minimum of four nights of call or night float during the clerkship. While on call, students are expected to remain with their laboring patients in a supportive capacity.

- Weekend call will count as two calls. Sites will have the option of assigning the student to weekend call for a 24-hour period beginning with rounds Saturday through Sunday.
- Week-night call will end after rounds the following day.
- Students will not be placed on call the night before:
  - a Clinical Skills Assessment
  - the National Board subject exam
  - Peer Interactive Learning Sessions
  - the Practice-Based Learning and Improvement Project presentation

In lieu of individual night call shifts, some sites require that students be assigned night float shifts with their team for five consecutive nights. Night float provides educational opportunities not always available on the day service. Students are expected to take every opportunity to learn while on night float. If it is a quiet night with few patient issues, student should take the time to talk with member of the team to learn more about patient care. Night float is a “shift” and not a true “call” experience. Therefore, students are to remain awake during their night float shift and to sleep during the day when they are relieved from duty.

All 5-week clerkships (FM, OBGYN, Pediatrics, Surgery and Psychiatry) will schedule one half day of independent study time during the last week of the clerkship. This time can be used to make up missed clinical assignments from earlier in the clerkship, enrichment activities chosen by the student, or time to prepare for the upcoming shelf exam.

In compliance with guidelines established by the Liaison Committee on Medical Education (LCME) and in accordance with the NEOMED Curriculum Contact Hours Policy, students will not be required to work longer hours than residents.

## **COURSE ADMINISTRATION**

Dr. Cheryl Johnson is the Clinical Experiential Director for the Obstetrics and Gynecology Clerkship and in collaboration with Dr. David Sperling, Senior Director of Clinical Experiential Learning, and Dr. Susan Nofziger, Director of M3 Clinical Experiences, provides oversight for the clerkship. In her role as Clinical Experiential Director, Dr. Johnson is responsible for ensuring that implementation of the Obstetrics and Gynecology Clerkship curriculum is consistent across all teaching sites.



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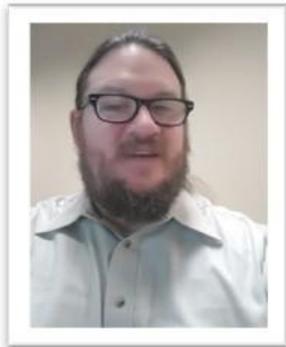


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## **Course Coordinator(s)**



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## **Hospital Sites and Clerkship Site Directors**

The facilities for clinical instruction in Obstetrics and Gynecology are those institutions and residency training programs that have committed themselves to the Northeast Ohio Medical University College of Medicine for participation in the undergraduate training of the NEOMED students.



**Jason Hoppe, DO**  
Aultman Hospital



**Hillary Mitchell, MD, MS**  
Cleveland Clinic Akron General



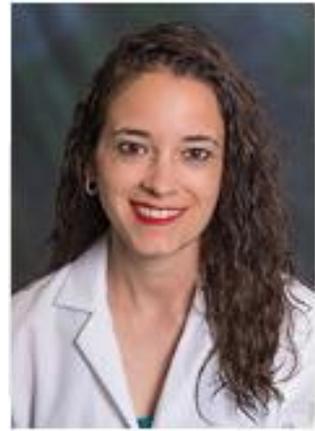
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Youngstown Hospital



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Medical Center (Toledo)



**Bradley Stetzer, M.D.**  
MetroHealth Medical Center



**Emily LaSota, M.D.**  
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**Jennifer Roncone, DO**  
Riverside Methodist Hospital



**Cheryl J. Johnson, M.D.**  
Summa Health System,  
Akron City Hospital



**Anthony E. Bacevice Jr., M.D.**  
University Hospitals, Elyria  
Medical Center

## **Orientation**

The clerkship begins with orientation focusing on clerkship goals and objectives, student responsibilities, schedules and assessment methods. Students will be provided information about relevant hospital policies and procedures, personnel contact information, meal allowances (if provided) and parking. The orientation will include instruction on the risks of infection, techniques for reducing the spread of infection, and site-specific hospital protocol to be followed in the event of exposure to an infectious or environment hazard or other injury.

## **First Day Reporting**

First day reporting information varies by clinical site. Please see the AIMS M3 site for first day reporting information.

## **COURSE OBJECTIVES**

Educational Program Objectives are consistent across all seven clerkships and are aligned with NEOMED's overall program objectives. Throughout the clerkships, students will continue to learn and refine skills, knowledge, attitudes and professional behavior to move towards demonstrating entrustable behaviors. These competencies form the basis for the Student Performance Evaluation that is used to assess student performance in all clerkships.

Students will:

1. Provide general and preventative care for a diverse patient population of women in a variety of health care settings.
2. Demonstrate empathetic, honest and bi-directional communication with patients and families.
3. Gather patient information in a hypothesis-directed manner and perform an accurate physical examination including breast and pelvic examinations.
4. Demonstrate clear, effective and complete communication with the interprofessional health care team in both written and verbal forms.
5. Develop and prioritize a differential diagnosis and recommend further diagnostic testing
6. Apply their medical knowledge of ambulatory and surgical gynecologic conditions and obstetrical conditions to generate an assessment and management plan that outlines their reasoning for this plan. This includes knowledge of menstrual cycle physiology, contraception, breast conditions, preconception care, infertility and effects of pregnancy on other health conditions as well as recognition of the effects of various illnesses on pregnancy.
7. Apply their knowledge of evidence-based medicine to answer patient care related questions.
8. Formulate individual learning goals based on personal strengths and limitations, respond appropriately to feedback and seek help when needed.
9. Display professional behavior and a commitment to ethical principles including respecting patient autonomy and demonstrating responsiveness to patient needs that supersedes self-interest.

## **Course Sequence and Links with College of Medicine Program Courses**

This course immerses students in the clinical setting after their first two foundational years of medical education. This course introduces students to multiple medical disciplines in the clinical

and simulated setting which prepares them for selecting electives in their M4 year.

### **Instructional Methods/Learning Strategies**

A variety of learning strategies will be used during the clerkship to help students achieve their goals. Strategies include but are not limited to:

- Patient encounters (inpatient, private office, clinics, hospice centers)
- Standardized patient encounters
- Teaching rounds
- Small group discussions
- Conferences and lectures
- Core educational lecture videos
- APGO case studies
- APGO uWISE testing
- Online Modules
- Practice-based Learning and Improvement Project (PBLI)
- Textbooks

Organized reading and study materials will be available to support learning about assigned subjects and problems of assigned patients, and to prepare for written examinations. This source material will include enumeration of concepts to be learned and specific details pertinent to these concepts. These materials will be supplemented by conferences, lectures and small-group discussion sessions, and by selective patient assignments appropriate to the curriculum plan.

The net effect of the several avenues for learning is to provide a framework designed to help the student acquire the knowledge of selected obstetrics and gynecology subjects, to appreciate the pathophysiology involved, to use the scientific method of problem solving, to develop proficiency in selected basic skills, and to develop a professional attitude of responsibility and empathy toward patients. A significant advantage of this overall approach is early development of the capabilities and habits that will support each medical student in a life-long study of women's health.

### **Inpatient and Outpatient Rotation**

During the clerkship, students may expect to encounter a learning environment that will enable them to gain the knowledge, skills, attitudes and behaviors of physicians that are demonstrative of professional competence in women's health care. Students will participate directly in the care of patients on inpatient obstetrics and gynecology hospital services such as labor and delivery and oncology, as well as in the operating room and ambulatory clinics.

### **Pathway Articulation**

Not applicable.

### **Academic Integrated Management System (AIMS)**

The online learning and collaboration system, Academic Integrated Management System (AIMS), will be used in M3 to post clerkship educational materials including, but not limited to,

course and clerkship syllabi, day one reporting instructions, clerkship materials and core curriculum lecture videos. The web address for AIMS is: <https://aims.neomed.edu/portal>. It is the sole responsibility of the student to check for updates on a daily basis.

A separate subpage has been created for each clerkship on the M3 Clerkships Site. Students are expected to refer to these materials to become knowledgeable of the requirements, details of preparation and scheduling of NEOMED activities for each clerkship.

**COURSE GRADE**

**Final Grade Determination**

Assignment/Assessment	% of Final Grade	Grade Criteria*	Type of Feedback	Date Scheduled/Due
<p><b>Student Performance Evaluation</b></p> <ul style="list-style-type: none"> <li>• Patient Care</li> <li>• Interpersonal and Communication Skills</li> <li>• Knowledge for Practice</li> <li>• Practice-Based-Learning and Improvement</li> <li>• Systems-Based Practice</li> <li>• Professionalism &amp; Personal and Professional Development</li> </ul>	50%	Behavioral anchors for each rating in each competency element and the formula for final rating/grade	Rubric with Narrative Feedback	Feedback is recorded throughout the clerkship via student evaluation forms. The Clinical Grade will be generated at the conclusion of the course by the clerkship site director submitted to for final review and grade assignment to the Clinical Experience Director.

Assignment/Assessment	% of Final Grade	Grade Criteria	Type of Feedback	Date Scheduled/Due
<b>Clinical Skills Experience Portfolio (CSEP)</b>	0%	Satisfactory Completion required	Checklist of required activities	Mid-course and end of rotation meeting with Site Director
National Board of Medical Examiners (NBME) subject exam	50%	See Table Below	Numerical score and Fail, Pass or Pass with Commendation	Last Friday of the course
<b>Total Course</b>	N/A			

\*A copy of Student Performance Evaluation with grading criteria as well as Competency Objectives are posted under Clerkship Overview on AIMS

### **National Board of Medical Examiners Subject Examination**

The National Board of Medical Examiners (NBME) subject examination is the final written examination for each clerkship except Emergency Medicine. It will be administered at the NEOMED Rootstown Campus, virtually by NEOMED or at designated Prometric Center in Toledo and Columbus area the last day of each clerkship. For additional details, see academic policy titled “Administration of Examinations at Remote Sites” in the Compass. Reporting time and location for each examination administered on NEOMED’s campus is posted on AIMS. Following is a summary of expected performance. The subject examination score is an equated percent correct score that represents mastery of the content domain assessed by the examination. Cut lines are based on the most recent recommendations of the National Board of Medical Examiners. Hofstee Compromise recommended passing score is used for minimum passing score. Minimum Pass with Commendation score is set at the 70th percentile nationally within Hofstee Compromise range of acceptable minimum honors scores.

## NBME Subject Exam

Subject Examination	Failing Range	Passing Range	Pass with Commendation Range
Family Medicine	≤ 60	61-79	≥ 80
Internal Medicine	≤ 58	59-79	≥ 80
Obstetrics/Gynecology	≤ 66	67-81	≥ 82
Pediatrics	≤ 58	59-82	≥ 83
Psychiatry	≤ 68	69-85	≥ 86
Surgery	≤ 59	60-78	≥ 79

### OBGYN NBME Practice Subject Examination

For the Obstetrics and Gynecology Clerkship, **students are required to purchase and complete the practice subject examination prior to their mid-clerkship meeting** with their site directors, and to prepare to share the results during the meeting. OBGYN Practice Exam is part of Clinical Science Mastery Series and can be purchased by logging into NBME Self-Assessment Services <https://www.nbme.org/taking-assessment/self-assessments>. We strongly recommend taking a second practice test at least one week prior to the subject examination for self-assessment purposes and insight into how to focus study in the final week (or more) of the clerkship.

### OBGYN NBME Subject Examination Preparation Tips

Consider using study tips for NBME shelf exams put together by NEOMED students in the Class of 2018 <https://1drv.ms/u/s!AlAkB8gcPGSxhmvNZO39gNF4MoZ6>

### Practice-Based Learning and Improvement (PBLI) Project

Students are required to complete a self-directed Practice-based Learning and Improvement (PBLI) Project specific to each clerkship (except Emergency Medicine). PBLI is important because physicians should monitor the quality of their own work, improve their work and keep up with developments in medicine. PBLI is based on the belief that physicians should be leaders in making change rather than reacting to changes made by others and the belief that positive changes in one's own practice behavior can have positive effects on large systems. Specific examples include: increasing preventive care, improving chronic disease management and enhancing patient safety.

The goals of the project are to:

- investigate and evaluate patient care practices,
- appraise and assimilate scientific evidence, and
- improve patient care practices

For each clerkship (except Emergency Medicine), students will be required to:

- Formulate a focused clinical question directly related to a current patient care situation
- Complete the PPICO for the clinical question
- Conduct a literature search to answer the question
- Evaluate the literature selection for relevance to the question, and reliability and validity of the article

- Make a formal presentation of the case, clinical question, search process and findings
- Upload the clinical question, in the form of a properly stated clinical question, and article citation, using a proper standard citation format, to the designated AIMS site

### **Clinical Skill Experience Portfolio (CSEP)**

The Clinical Skills Experience Portfolio (CSEP) is an electronic checklist of clinical experiences developed for the clerkship and designed for students to use to track their progress in developing knowledge and skill in the following areas:

- Diagnoses/Symptoms/Clinical Scenarios
- Physical Examinations
- Procedures/Technical Skills
- Additional Clinical Activities
- Additional Learning Activities

**All items listed on the CSEP are required; i.e., students must document exposure to all of the listed experiences. Students are required to review their CSEP with the Clerkship Site Director at both the midpoint and the end of the clerkship. Instructions for accessing and entering data into CSEP in OASIS are under Clerkship Overview on AIMS.**

#### **OBGYN CSEP**

1. Postpartum Depression
2. Premature Rupture of Membranes
3. Preterm Labor
4. Abnormal Pap Test
5. Abnormal Uterine Bleeding
6. Adnexal Mass/Cyst
7. Endometriosis
8. Menopause/Perimenopause
9. Pelvic Inflammatory Disease
10. Pelvic Pain
11. Sexually Transmitted Infections

#### **PHYSICAL EXAM**

12. Clinical Breast Exam (PS)
13. Pelvic (Speculum and Bimanual) (PS)

#### **PROCEDURES/TECHNICAL SKILLS**

14. Cesarean Section (A)
15. Normal Spontaneous Vaginal Delivery (PS)

#### **ADDITIONAL CLINICAL ACTIVITIES**

16. Contraceptive counseling
17. New Gyn patient H and P
18. New OB patient written History and Physical
19. Postpartum depression screening
20. Postpartum note
21. Routine prenatal care follow up visit
22. Observed by resident or attending doing the relevant parts of a history at least once

23. Observed by resident or attending doing a focused physical exam at least once

#### ADDITIONAL LEARNING ACTIVITIES

24. Review "Quick Clerkship Guide" on AIMS before orientation.
25. Clarify and submit rotation personal goals by end of week 1.
26. Review progress on personal goals midway and submit progress by end of clerkship.
27. Complete mid-course feedback session with site director

#### **Student-Specified Individual Learning Goals**

The Liaison Committee on Medical Education (LCME), the accrediting body for medical schools, expects that the curriculum provide opportunities for self-directed learning experiences that involve medical students' self-assessment of learning needs and the independent identification, analysis and synthesis of information relative to their learning needs. Therefore, at the beginning of each clerkship rotation, each student will identify 3-5 learning goals, as appropriate. At the end of each clerkship, students will reflect on their attainment of their self-identified goals. Students will submit their goals and a summary of the achievement of those goals via a link on AIMS, which will provide a cumulative record of their personal learning goals for the entire clerkship year. Students also will be expected to make their site directors aware of their goals so that the clerkship learning experience may be enhanced and/or feedback provided accordingly.

Specifically, students must upload the initial goals for each clerkship by 5:00 p.m., Friday of the first week of each clerkship. This will give students sufficient time to become oriented to and familiar with the expectations of the clerkship. At the end of the clerkship, and prior to the final assessment meeting, students must record their progress toward achievement of each goal and prepare to discuss the status with their site director. Guidelines for writing SMART goals are provided on the AIMS site.

#### **Students are responsible for:**

- Knowing where they are supposed to be at all times.
- Asking for guidance if unsure (not knowing expectations is not acceptable).
- Performing according to the articulated guidelines – study them, know them and perform.
- Owning their education.
- Defining their learning agenda each day.
- Following all Hospital Institutional Policies as instructed

#### **Formative and Mid-course Feedback**

The Obstetrics and Gynecology Clerkship places emphasis on providing students with continuous feedback on their knowledge, skills and attitudes. Your Student Performance Evaluation will reflect the feedback provided to you throughout the rotation. Mid-rotation communication will be scheduled around the middle of the clerkship rotation:

- discuss your performance based on the assessment forms completed by faculty during the week of the rotation and a self-assessment of your performance,
- review clinical progress via your Clinical Skills Experience Portfolio,
- plan activities for the week to match your learning objectives, and

- address any problems or concerns.

An end-of-rotation meeting will be scheduled to:

- discuss your performance since mid-rotation,
- review your Clinical Skills Experience Portfolio,
- review clerkship objectives and your initial learning plan to assess if and how all objectives were met, and
- review your feedback forms.

### **Narrative Feedback**

Summative feedback will be provided on the Student Performance Evaluation by Site Directors

### **Course Remediation**

Guidelines specified in the *Compass* will be followed. Remediation is a privilege. Students are not guaranteed the opportunity to remediate. Student professionalism, for example, or lack thereof, may be factored into the decision to offer remediation.

**Remediation Process:** Remediation forms must be signed by the Director of M3 Clinical Experiences. It is the responsibility of the Director of M3 Clinical Experiences in conjunction with the specialty Clinical Experiential Director to oversee and guide the remediation process to assure consistency with the policy.

### **Remedial Actions**

Failed NBME subject exam only:

- For the first failed NBME exam only, initial clerkship grade of “incomplete” will appear on your official transcript.
- One initial failed subject examination will not trigger a CAPP referral, even in the context of aggregate performance concerns. Student must retake subject examination (refer to NBME and Remediation Schedule for specifics). You will receive a remediation contract via e-mail.
- The dates of administration for subject examination retakes have been predetermined so that students do not retake an examination at the same time as they are participating in another clerkship.
- After successful retake of the subject exam, the highest overall grade for the clerkship will be “Pass”. A passing grade will replace the “incomplete” grade on the transcript.
- If the student fails the retake exam, the “incomplete” will be replaced with a “fail” that will remain visible on the official transcript. This would be considered a failed remediation that would then trigger a CAPP review.
- Any subsequent subject exam failure that results in a clerkship grade of “fail” will remain visible on the official transcript.

Failed Practice-Based Learning and Improvement (PBLI) project only:

- Student must repeat project with new topic in same specialty discipline as the failed project.
- Project remediation must occur within next clerkship cycle of same discipline.
- Student must contact the Course Director to schedule remediation presentation.

- The Course Director will notify student's present Clerkship Site Director of need for student to be excused from the current clerkship/elective for up to ½ day, the time of which must be made-up.

Failed competency or "Below Expectations" rating in five or more individual items or "Below Expectations" in professionalism items on Student Performance Evaluation.

- Student must repeat clerkship in its entirety including the subject exam. The highest grade for a repeated clerkship is "Pass".
- Repetition of clerkship will be scheduled by the College of Medicine /and Enrollment Services.
- Exception: Failure of Practice-Based Learning and Improvement Core Competency due only to failure of project only. In this case, remediation is as described above.

\*Exception: Aggregate professionalism or performance concerns may result in referral to the Committee on Academic and Professional Progress (CAPP) rather than remediation.

Standards set forth by CAPP will supersede the Course Director's intention to allow the student to remediate (i.e., a student who rises to the level of meeting with CAPP must first meet with this committee before being permitted to proceed with remediation plans).

### **CAPP Standards for Unsatisfactory Performance and Academic Action:**

CAPP standards in the *Compass* are not limited to but include the following for referral to CAPP:

- Aggregate performance and/or professionalism concerns
- Failure of multiple subject exams
- Failure of any remediation
- Failure of a repeated clerkship

## **COURSE TEXTBOOKS AND INSTRUCTIONAL RESOURCES**

### **Required Textbooks and Resources**

Reading during the clerkship should include both textbooks and journal literature. Students should read about specific problems encountered with their own patients, as well as subjects of general importance in obstetrics and gynecology. Specific reading assignments from both text and the periodic literature may be required at the discretion of the Clerkship Site Director or other designees. The required textbook for the clerkship is:

Beckmann, CR, et al. *Obstetrics and Gynecology*. 8<sup>th</sup> Edition. Lippincott Williams and Wilkins. April 25, 2018.

Bickley, LS, et al. (2016) *Bates' Guide to Physical Examination and History Taking*. 12th Edition. Philadelphia: Lippincott Williams and Wilkins.

Douglas G, Nicol F, Robertson C. *Macleod's Clinical Examination*, 13<sup>th</sup> Edition. Churchill Livingstone Elsevier, 2013.

### **Conferences, Morning Report, and Didactic Sessions**

The didactic curriculum, in support of the patient encounter-based clinical curriculum, embraces the adult learning style. Students are required to attend morning report and formal teaching

conferences along with the house staff and attending physicians.

### **Recommended Core Educational Topics to Study**

23 core educational topics are recommended for independent study or peer learning sessions. We recommend you focus on at least 4 per week. These will be highlighted with the corresponding APGO sessions in Appendix A.

1. Pelvic Exam/Annual Exam (History and Physical Exam in Obstetrics and Gynecology)
2. Antepartum Care
3. Intrapartum Care (Labor and Delivery)
4. Fetal Surveillance and Electronic Fetal Heart Rate Monitoring (see module below)
5. Normal and Abnormal Uterine Bleeding
6. Contraception and Sterilization
7. Climacteric (Menopause)
8. Urinary Incontinence
9. Gynecologic Procedures (Common)
10. Preeclampsia-Eclampsia Syndrome (Hypertensive Disorders in Pregnancy)
11. Endometriosis (Dysmenorrhea/Premenstrual Syndrome)
12. Abortion (Spontaneous and Induced Abortions, and Ectopic Pregnancy)
13. Postpartum Hemorrhage (Obstetrical Hemorrhage – Antepartum and Postpartum)
14. Amenorrhea (Normal and Abnormal Puberty and Primary Amenorrhea)
15. Reproductive Genetics (Genetics in Obstetrics and Gynecology)
16. Cervical Disease and Neoplasia (Premalignant and Malignant Diseases of Cervix)
17. Infertility (Secondary Amenorrhea, Infertility Management and Assisted Reproductive Technology)
18. Sexually Transmitted Infections (STI) and Urinary Tract Infections (UTI) (Infectious Diseases in Pregnancy)
19. Ovarian Neoplasms (Pelvic Masses and Ovarian Cancer)
20. Gestational Trophoblastic Neoplasia (Uterine Cancer and Gestational Trophoblastic Disease)
21. Multifetal Gestation (Multiple Pregnancy)
22. Medical and Surgical Conditions in Pregnancy (Complication of Pregnancy)
23. Preterm Labor (Premature Labor and Premature Rupture of Membranes)

### **Standardized Patient Encounter Sample Video**

Students may wish to view the sample standardized patient encounter video, available on AIMS, at the start of their rotation. It is an excellent example of how to conduct a patient interview, obtain a history and perform a pelvic exam.

### **Electronic Fetal Monitoring Self Guided Tutorial and Quizzes**

Students should complete the four self directed tutorials on the OB-EFM.com website. <https://www.ob-efm.com/self-guided-tutorial/>. These tutorials will walk through basic pattern recognition for Fetal Heart Monitoring, analysis and interpretation. Students should complete practice quizzes #1-10, the clinical cases and the comprehensive examination to evaluate their understanding of the material. All questions include answers with detailed explanations to guide your learning.

### **APGO uWISE and Self-Study Educational Cases**

Students are expected to use the Association of Professors of Gynecology and Obstetrics (APGO) self-study educational cases and Undergraduate Web-based Interactive Self-Evaluation (uWISE) exam to help acquire the necessary basic knowledge in obstetrics and gynecology. The cases contain 58 topic areas along with questions and references, and an additional set of six cases specific to osteopathy. A complete listing of the topics is contained in Appendix A. To navigate to the educational cases, go to <https://www.apgo.org/>, click Student Resources, APGO Medical Student Educational Objectives for Students.

The uWISE quizzes are also an excellent tool to help prepare for the National Board of Medical Examiners subject examination. The uWISE questions are based on and linked to the APGO Medical Student Educational Objectives and to the Beckmann textbook, which is required for the clerkship. Each quiz represents one objective and contains 10 questions for each objective.

Our institution has an active subscription to the APGO uWISE self-assessment tool which allows you to have a personal subscription while you are in the ob/gyn clerkship rotation. The APGO Undergraduate Web-Based Interactive Self-Evaluation (uWISE) is a 600-question interactive self-exam designed to help medical students acquire the necessary basic knowledge in obstetrics and gynecology. Students find this resource to be an extremely valuable study tool since it allows you to gain feedback on each of the questions as you move through the various exams.

The link below will take you to a page where you will create your log in credentials. You must use your NEOMED e-mail address as your user name and email on file so that we can manage your individual subscription. It is imperative that you do not share your log in credentials with anyone else. These credentials are connected to your personal scores which will be displayed on your portal page and by sharing your log in you will also be breaking the copyright and use guidelines for this resource. Once you set up a log in you will have access to this resource until you have completed the clerkship and taken the shelf exam, approximately 5 weeks. Please note: You do not need to re-register each time you launch the uWISE link, simply click the Sign In link.

We recommend you use this resource throughout your ob/gyn clerkship rotation as a supplement to classroom activities and as a study tool.

At the end of your rotation, please download your Transcripts Report (My Learning > Grades> Click here for your transcript) and save for historical purposes. You will not be able to access your results once your rotation is over.

**uWISE LINK:** : <https://apgo.mycrowdwisdom.com/diweb/institution?guid=93b5d6a5-fa6d-48a2-abe1-1606a2bf0e1f>

**Please launch and use the uWISE link every time you utilize uWISE. You can NOT bookmark this link, you must launch and use this link every time you access uWISE.**

We hope you enjoy this valuable resource that is being provided to you free of charge. If you have followed the above instructions and still cannot access uWISE, please e-mail David Ruble at [druble@neomed.edu](mailto:druble@neomed.edu)

### **Psychosocial Aspects of Early Pregnancy Loss**

The self-directed learning program, Psychosocial Aspects of Early Pregnancy Loss, introduces students to this highly important aspect of providing care for women. It is expected that it will take three (3) weeks for students to complete the program, which includes five modules, given the competing demands on students' time during the clerkship. Students must complete the program by 5:00 p.m., Thursday of the final week of the clerkship. A link to the programs is available on the AIMS site, in the Obstetrics and Gynecology Clerkship folder. Failure to complete the program will result in a final grade of "fail" for the clerkship.

**COURSE POLICIES & PROCEDURE**

Students should refer to the NEOMED Policy Portal for a full list of Clerkship Course Policies (<https://www.neomed.edu/policies/>) and the NEOMED Compass, 2020-2021, for further details.

**1. Attendance and Time Off Clerkships**

Attendance guidelines for all sessions are set forth in NEOMED's policy Attendance at Instructional Sessions (available at: <https://www.neomed.edu/3349-ac-418-attendance-at-instructional-sessions/>).

Reason for Absence	Person(s) to Notify	When to Notify	Required Forms and Documentation
<b>Emergency (e.g, flat tire, emergent health problem)</b>	<ul style="list-style-type: none"> <li>• Clinical Site - Clerkship/Elective Site Director and Coordinator*</li> <li>• Rootstown courses – Course Director and Curriculum Coordinator</li> </ul>	As soon as circumstances allow	Submit absence notification form available at <a href="https://www.neomed.edu/student-services/forms/">https://www.neomed.edu/student-services/forms/</a> after you have discussed make-up plans with course/clerkship/elective site director.
<b>Personal Illness</b>	<ul style="list-style-type: none"> <li>• Clinical Site - Clerkship/Elective Site Director and Coordinator*</li> <li>• Rootstown courses – Course Director and Curriculum Coordinator</li> </ul>	ASAP when you realize you are sick and will not be able to attend	

<p><b>Health care appointment for yourself or to accompany a family member</b></p> <p><i>You do NOT need to state the reason for or type of health care appointment.</i></p>	<ul style="list-style-type: none"> <li>• Clinical Site - Clerkship/Elective Site Director and Coordinator*</li> <li>• Rootstown courses – Course Director and Curriculum Coordinator</li> </ul>	<p>With as much lead time as possible, preferably <b>BEFORE</b> clerkship/elective begins</p>	
<p><b>Presentation at Conference or fulfill a professional obligation.</b></p>	<p>College of Medicine using <u><a href="#">College of Medicine Professional Conference/Obligation Request Form</a></u></p>	<p><u>At least six (6) weeks in advance of conference/professional obligation</u></p>	<p><u><a href="#">College of Medicine Professional Conference/Obligation Request Form</a></u> along with evidence of acceptance to present at a professional conference or fulfill a professional obligation.</p> <p>→ <b>THE PROCESS DOES NOT END</b> once you have submitted the above form. <b>DO NOT MAKE TRAVEL PLANS.</b></p> <ol style="list-style-type: none"> <li>1. The COM will send written confirmation to let you know your request was received. Follow-up instructions will be provided.</li> <li>2. Check with course director/clinical site director to determine if you can be excused from the curriculum;</li> <li>3. if excused, submit an absence notification form (<a href="https://www.neomed.edu/student-services/forms/">https://www.neomed.edu/student-services/forms/</a>) after discussing make-up plans with course/clerkship/elective director.</li> </ol>

<b>Religious Holiday Observation</b>	College of Medicine. Submit “Request for religious holiday observation” form ( <a href="#">College of Medicine</a> )	<p><b>By July 1 – 5:00 pm</b></p> <ul style="list-style-type: none"> <li>Holidays falling between July 2 and December 31</li> </ul> <p><b>By November 1 – 5:00 pm</b></p> <p>Holidays falling between January 1 – June 30.</p>	Submit “Request for religious holiday observation” form ( <a href="#">College of Medicine</a> ) → THE PROCESS DOES NOT END here. <ol style="list-style-type: none"> <li>The COM will send written confirmation to let you know your request was received and date(s) verified. Follow-up instructions will be provided.</li> <li>Check with course director/clinical site director to determine if you can be excused from the curriculum; if excused, submit an absence notification form (<a href="https://www.neomed.edu/studentserVICES/forms/">https://www.neomed.edu/studentserVICES/forms/</a>) after discussing make-up plans with course/clerkship/elective director.</li> </ol>
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\* information for course/clerkship site directors and coordinators can be found on AIMS.

## **2. Curriculum Contact Hours**

In compliance with guidelines established by the Liaison Committee on Medical Education (LCME) and in accordance with the NEOMED Curriculum Contact Hours Policy, students will not be required to work longer hours than residents. <https://www.neomed.edu/3349-ac-409-curriculum-contact-hours/>

## **3. Clinical Supervision & Safety**

In accordance with LCME requirements, students should be appropriately supervised in learning situations that involve patient care and the activities supervised should be within the scope of practice of the supervising health care professional. <https://www.neomed.edu/3349-ac-408-clinical-supervision/>

- Follow OSHA guidelines
- Follow appropriate patient safety procedures (handwashing, mask, gloves as appropriate)
- Follow safety guidelines as directed by the clinical site
- Recognize a potentially aggressive patient
  - history of aggression, mental health issue, drug or alcohol withdrawal, physical sign of anger or agitation
- If you are in doubt, err on the side of caution
  - take a chaperone (fellow student or nurse, security)
- Defusing the situation
  - listen, speak softly, acknowledge the concern, keep space between you and the patient, have an exit

## **4. Grade Dispute**

Grade Dispute guidelines are set forth in NEOMED’s College of Medicine policy Grade Dispute (available at: <https://www.neomed.edu/3349-ac-405-grade-dispute/>). A Grade Dispute is a formal request to change a Final Grade based on: 1) arithmetic, procedural or clerical error, 2)

arbitrariness and capriciousness or 3) prejudice. Only Final Grades may be disputed. If a student disagrees with his/her Final Grade for a clerkship, the student must first discuss the matter with the Clerkship Site Director assigning the grade within five (5) working days of posting of the Student Performance Evaluation, as well as notify, in writing [M3-M4GradeDispute@neomed.edu](mailto:M3-M4GradeDispute@neomed.edu) regarding the intent. Please refer to the policy for additional details on grade disputes.

### **5. Mistreatment**

Any issues or concerns regarding the clerkship, house staff, personnel, patient availability, etc., should be addressed to the Clerkship Site Director. Issues or concerns should be addressed as quickly as possible to foster early resolution. Every student has the right to learn in a professional atmosphere. Any issues or concerns regarding the course, course faculty and staff, etc., should be addressed to the Course Director or the Director of M3 Clinical Experiences. Concerns regarding misconduct also may be reported confidentially or anonymously using the Inappropriate Behavior Reporting Form found at <https://www.neomed.edu/student-services/forms/> Students who feel they have been harassed or discriminated against should discuss the matter with their faculty advisor, the Director of Student Wellness and Counseling, or the Chief Student Affairs Officer.

### **6. Professionalism**

**Academic Misconduct:** NEOMED students sign and are held to the “Expectations of Student Conduct and Professional Behavior” and must abide by all student policies contained within *The Compass*. Included within these expectations are policies regarding students’ academic conduct. NEOMED students are expected to comply with the following academic standards and to report any violations to the Office of Student Affairs. Failure to do so may result in referral and review by either CAPP or the Student Conduct Council.

In accordance with the NEOMED policy on proper attire as stated in the *Compass*, students are required to dress appropriately and professionally for all clinical activities. The hospitals and their academic departments reserve the right to determine appropriate attire for their sites and may impose additional requirements.

### **7. Shadowing**

No shadowing is permitted during M3 clerkships this year.

## Appendices

### Appendix A. APGO Self-Study Educational Case Topic Areas

All APGO videos can be found on the internet or on You Tube. The APGO uWise Testing corresponds to each module and will allow you to monitor your understanding of the material.

<b>APGO Self-Study Educational Case Topic Areas</b> Adapted from APGO Medical Student Curriculum 10 <sup>th</sup> Edition 2014	
1. History	30. Postterm Pregnancy
2. Examination (Annual, Pelvic)	31. Fetal Growth Abnormalities
3. Pap Test and DNA Probes/Cultures	32. Obstetric Procedures
4. Diagnosis and Management Plan	33. Family Planning
5. Personal Interaction and Communication Skills	34. Pregnancy Termination
6. Legal and Ethics Issues in Obstetrics and Gynecology	35. Vulvar and Vaginal Disease
7. Preventive Care and Health Maintenance	36. Sexually Transmitted Infections and Urinary Tract Infections
8. Maternal-Fetal Physiology	37. Pelvic Floor Disorders
9. Preconception Care	38. Endometriosis
10. Antepartum Care	39. Chronic Pelvic Pain
11. Intrapartum Care	40. Disorders of the Breast
12. Immediate Care of the Newborn	41. Gynecologic Procedures
13. Postpartum Care	42. Puberty
14. Lactation	43. Amenorrhea
15. Ectopic Pregnancy	44. Hirsutism and Virilization
16. Spontaneous Abortion	45. Normal and Abnormal Uterine Bleeding
17. Medical and Surgical Complications of Pregnancy	46. Dysmenorrhea

18. Preeclampsia-Eclampsia	47. Menopause
19. Alloimmunization	48. Infertility
20. Multifetal Gestation	49. Premenstrual Syndrome and Premenstrual Dysphoric Disorder
21. Fetal Demise	50. Gestational Trophoblastic Neoplasia
22. Abnormal Labor	51. Vulvar Neoplasms
23. Third-Trimester Bleeding	52. Cervical Disease and Neoplasia
24. Preterm Labor	53. Uterine Leiomyomas
25. Premature Rupture of Membranes	54. Endometrial Hyperplasia and Carcinoma
26. Intrapartum Fetal Surveillance	55. Ovarian Neoplasms
27. Postpartum Hemorrhage	56. Sexuality and Modes of Sexual Expression
28. Postpartum Infection	57. Sexual Assault
29. Anxiety and Depression	58. Intimate Partner Violence

While all are important, we recommend focusing more of your attention on those 21 highlighted topics above.

Last modified 7.30.2020

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