

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**

**Obstetrics and Gynecology
Clerkship, 83003
Course Syllabus
AY 2021-22**

Contents

COURSE LEADERSHIP	3
Clerkship Site Directors	3
BASIC COURSE INFORMATION	3
Course Description	3
Course Enrollment Requirements	4
Clerkship Structure.....	4
Clerkship Resources	5
CLERKSHIP OBJECTIVES	6
LEARNING ACTIVITIES	8
Instructional Methods/Learning Strategies	8
Recommended Core Educational Topics to Study.....	8
Standardized Patient Encounter Sample Video.....	9
Electronic Fetal Monitoring Self Guided Tutorial and Quizzes	9
APGO uWISE and Self-Study Educational Cases	9
Psychosocial Aspects of Early Pregnancy Loss.....	10
Practice-Based Learning and Improvement (PBLI) Project	10
Student-Specified Individual Learning Goals	11
Formative and Mid-course Feedback.....	11
CANVAS and OASIS	12
COURSE GRADING AND ASSESSMENT	13
National Board of Medical Examiners Subject Examination	13
OBGYN NBME Practice Subject Examination.....	14
OBGYN NBME Subject Examination Preparation Tips	14
Final Clerkship Grade Categories	14
Grade Dispute.....	15
Course Remediation	15

CAPP Standards for Unsatisfactory Performance and Academic Action:.....	15
COURSE POLICIES & PROCEDURE	15
Appendices.....	18
Appendix A. APGO Self-Study Educational Case Topic Areas.....	18

COURSE LEADERSHIP

Dr. Cheryl Johnson is the Clinical Experiential Director for the Obstetrics and Gynecology Clerkship. 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. The Clerkship Site Directors and their institutions are listed below. 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.

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BASIC COURSE INFORMATION

Course 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. Learning strategies include direct patient encounters in the inpatient and ambulatory settings, teaching rounds, small group discussions, lectures, and case-studies. Students will be exposed to extensive and unique experiences, gaining new insight into the exciting and challenging specialty of Obstetrics and Gynecology.

Course Enrollment Requirements

Successful completion of M1 and M2 years of study.

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

Clerkship Structure

- **First Day Reporting**
First day reporting information varies by clinical site. Please see OASIS for first day reporting information.
- **Pre-reporting Assignment**
In preparation for day-one orientation, students are expected to review the APGO Obstetrics and Gynecology Clerkship Guide to Success located within CANVAS.
- **Orientation**
The clerkship begins with orientation focusing on clerkship goals and objectives, student responsibilities, schedules, and assessment methods. Students will be provided information on relevant hospital policies and procedures, personnel contact information, meal allowances (if applicable) 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.
- **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. Further information is provided in CANVAS under the **DAY #1 OB/GYN CLERKSHIP - BREAST and GYNECOLOGIC**

EXAMINATION SKILLS ASSESSMENT form.

*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.

- **Inpatient/Outpatient Assignments**

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

- **Night Float/Evening Call**

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 four 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.

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.

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, complete enrichment activities, or as time to prepare for the upcoming shelf exam.

Clerkship 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 recommended textbooks for the clerkship are:

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

Beckmann, CR, et al. Obstetrics and Gynecology. 8th Edition. Lippincott Williams and Wilkins. April 25, 2018

Douglas G, Nicol F, Robertson C. Macleod's Clinical Examination, 14th Edition. Churchill Livingstone Elsevier, 2018.

CLERKSHIP OBJECTIVES

Clerkship educational program objectives are consistent across all seven clerkships and are aligned with [NEOMED's College of Medicine 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. Gather patient information in a hypothesis-directed manner and perform an accurate physical examination, in the care of pregnant patients or patients presenting with acute, chronic, or preventive care needs for things such as contraception, abnormal uterine bleeding or menopause.
2. Develop a differential diagnosis with appropriate prioritization and recommended diagnostic testing for patients presenting with symptoms such as preterm labor, pelvic pain, or vaginal discharge.
3. Generate an assessment and management plan and reasoning for the plan for patients presenting or those patients with acute, chronic, or preventive care needs such as menopause, abnormal uterine bleeding, or those with sexually transmitted infections.
4. Apply medical knowledge of clinical disorders to pregnant patient evaluations, and gynecologic disorders specifically related to pelvic pain or abnormal bleeding.
5. Apply knowledge of evidence-based medicine to answer patient care related questions.
6. Demonstrate empathetic, honest, and bi-directional communication with patients and families.
7. Demonstrate clear, effective, and complete communication with the interprofessional health care team in both written and verbal forms both in the inpatient and outpatient setting.
8. Display professional behavior and a commitment to ethical principles including respecting patient autonomy and responding to patient needs that supersedes self-interest.
9. Formulate individual learning goals based on personal strengths and limitations, respond appropriately to feedback, and seek help when needed.

- Identify and address potential barriers to communication with patients, their families, and colleagues, including linguistic educational, and cultural diversity, the psychosocial determinants of health, and patient/family preferences.

Clinical Skill Experience Portfolio (CSEP)

The Obstetrics and Gynecology 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

The CSEP list represents the minimum number and type of experiences required in the clerkship. The expectation is that you will participate in a broader array of clinical experiences that become available to you during your rotation. A list of [supplemental or alternative activities](#) is also available in CANVAS in the unlikely event that a student is not exposed to a particular experience. Students are required to review their CSEP with the Clerkship Site Director at both the midpoint and the end of the clerkship to review student progress and completion of items.



M3 Clerkships Clinical Skills Experience Portfolio Content		
Obstetrics and Gynecology Clerkship		
Diagnosis		
Abnormal Pap Test	Endometriosis	Premature Rupture of Membranes (PROM)
Abnormal Uterine Bleeding	Menopause/Perimenopause	Preterm Labor (PTL)
Adnexal Mass/Cyst	Pelvic Pain	Sexually Transmitted Infections/Pelvic Inflammatory Disease
Physical Examination		
Clinical Breast Examination	Pelvic Examination (speculum and bimanual)	
Procedures/Technical Skills		
Normal Spontaneous Vaginal Delivery	Cesarean Section	
Additional Clinical Activities		
Contraceptive counseling	Routine prenatal care follow-up visit	Observed by resident or attending doing the relevant parts of a history at least once
New OB patient written H&P	Postpartum note	Observed by resident or attending doing a focused physical exam at least once
New GYN Patient H&P	Postpartum depression screening	
Additional Learning Activities		
Review "Quick Clerkship Guide" on Aims before Orientation	Review progress on personal goals midway and submit progress by end of clerkship	Complete mid-course feedback session with site director
Develop and submit personal rotation goals by end of week one	Complete required APGO/WMSA cases- as required to document experience with all diagnoses	Complete OBGYN NBME subject practice exam prior to mid-point and share results with site director
Complete PBLI presentation	Actively participate in the care of at least 25 patients	

LEARNING ACTIVITIES

Students will have access to lectures, either live or virtual, and the opportunity to participate in case conferences, depending on the clerkship site. Students at all sites are required to attend any lectures, conferences or Grand Rounds listed on their schedule for their site.

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.

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. Technology
19. Sexually Transmitted Infections (STI) and Urinary Tract Infections (UTI) (Infectious Diseases in Pregnancy)
20. Ovarian Neoplasms (Pelvic Masses and Ovarian Cancer)
21. Gestational Trophoblastic Neoplasia (Uterine Cancer and Gestational Trophoblastic Disease)
22. Multifetal Gestation (Multiple Pregnancy)
23. Medical and Surgical Conditions in Pregnancy (Complication of Pregnancy)
24. 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 CANVAS, 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 Electronic Fetal Monitoring 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 username 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 6 weeks.

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-abeb-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 send an e-mail to m3clerkships@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 and is an optional supplement to your learning. A link to the programs is available on the CANVAS site.

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 in 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 based on the requirements of your site.

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

- Student must repeat project with new topic in same specialty discipline as the failed project.
- Student must contact the Course Director to schedule remediation presentation.

The net effect of the several avenues instruction is to provide a framework designed to help the student acquire the knowledge of selected subjects in psychiatry, to appreciate the pathophysiologic mechanisms 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 which will support each medical student in a life-long study of medicine.

Student-Specified Individual Learning Goals

The Liaison Committee on Medical Education (LCME), the accrediting body for medical schools, expects that the curriculum provides 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 [CANVAS](#), 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. 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.

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 final grade report form will reflect the feedback provided to you throughout the rotation. Mid-rotation and end-of-rotation communication will be scheduled during the clerkship for you to:

- 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 individual learning goals, and
- address any problems or concerns.

CANVAS and OASIS

The online learning and collaboration system, CANVAS, will be used in M3 to post clerkship educational materials including, but not limited to, course and clerkship syllabi, clerkship materials and core curriculum lecture videos. The web address for CANVAS is: <https://neomed.instructure.com/>. It is the sole responsibility of the student to check for updates daily. Grades, CSEP submittal, and schedules will be accessible through OASIS. The web address for OASIS is <https://neomed.oasisscheduling.com/>. Your Office 365 credentials are used to login to both systems.

COURSE GRADING AND ASSESSMENT

Assignment/ Assessment	Grade Criteria	Type of Feedback	Date Scheduled/Due
Student Performance Evaluation	Behavioral anchors for each rating in each competency and 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.
Clinical Skills Experience Portfolio (CSEP)	Satisfactory completion required	Checklist of required activities	Mid-course and end of rotation meeting with Site Director
Practice-Based Learning and Improvement Project (PBLI)	Satisfactory completion required	Checklist of required items	Completion by the last Friday of the course
National Board of Medical Examiners (NBME) subject exam	-See Table below	Numerical score and Fail, Pass or Pass with Commendation	Last day of the course

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 content examples](#) for each clerkship can be accessed through this [link](#).

Subject Examination	Failing Range	Passing Range	Pass with Commendation
Family Medicine Clerkship	≤ 60	61-79	≥ 80
Internal Medicine Clerkship	≤ 58	59-79	≥ 80
Obstetrics/Gynecology Clerkship	≤ 63	64-81	≥ 82
Pediatrics Clerkship	≤ 58	59-82	≥ 83
Psychiatry Clerkship	≤ 68	69-85	≥ 86
Surgery Clerkship	≤ 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!AIAkB8gcPGSxhmvNZO39gNF4MoZ6>

Final Clerkship Grade Categories

Evaluation of student performance is expressed as one of the following permanent grades: Honors, High Pass, Pass or Fail. Academic Incomplete or Incomplete are temporary grades assigned by the Clerkship Site Director, which indicate work in the course is incomplete. This grade may be the result of excused absences or academic deficiencies identified in a clerkship or NBME assessment. If the Incomplete is not completed within the stated time frame (not to exceed one calendar year), the “Incomplete” will become a Fail grade. Students can view assessment data on OASIS. ***Please refer to [COM Grade Categories Policy](#) for further detail.**

Final Clerkship Grade Category	Clinical Performance Grade	National Board of Medical Examiners (NBME) Grade
Honors (H) (Only applicable to clerkships that require a NBME subject exam)	“Pass with commendations” (provided there are no individual ratings of “below expectations” for any of the individual objectives)	“Pass with commendations”
High Pass (HP)	“Pass with commendations” (provided there are no individual ratings of “below expectations” for any of the individual objectives)	Pass the NBME subject exam on first attempt
	“Pass” (provided there are no individual ratings of “below	Pass with commendations

	expectations” for any of the individual objectives)	
Pass (P)	Pass	Pass
	Pass	NBME subject exam not required
Fail (F)	Fail	Pass
	Pass	Fail*
	Fail	NBME subject exam not required
Incomplete (I) or Academic Incomplete (AI)	*Temporary grade indicating that work in the course is incomplete. This grade may be the result of excused absences or academic deficiencies identified in a clerkship or NBME assessment.	

Grade Dispute

Grade Dispute guidelines are set forth [in NEOMED’s College of Medicine policy 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 Final Grade Report Form, as well as notify, in writing M3-M4GradeDispute@neomed.edu regarding the intent. Please refer to the policy for additional details on grade disputes.

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.

“Below Expectations” rating in four or more individual items on the Student Performance Evaluation Form (SPEF):

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

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 POLICIES & PROCEDURE

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

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, 2021-2022, for further details.

Policy	Description	Additional Information
<p><u>Attendance and Time Off Clerkships</u></p>	<p><u>Attendance guidelines</u> for all sessions are set forth in NEOMED’s policy Attendance at Instructional Sessions</p>	<ul style="list-style-type: none"> • Absences must be discussed your site director and an <u>Absence Notification Form</u> must be submitted to NEOMED after a make-up plan is discussed. • Request to present at a <u>professional conference</u> or fulfill a professional obligation should be completed online at least 6 weeks in advance. • <u>Religious Holiday Observation</u> requests should be submitted for the first half of the year by July 1st and by November 1st for those holidays falling after January.
<p><u>Curriculum Contact Hours</u></p>	<p>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.</p>	
<p><u>Clinical Supervision & Safety</u></p>	<p>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</p>	<ul style="list-style-type: none"> • Follow OSHA guidelines and appropriate patient safety procedures (handwashing, mask, gloves) as directed by the clinical site. • If you are in doubt, err on the side of caution by taking a chaperone (fellow student, attending, nurse or security).
<p><u>Mistreatment</u></p>	<p>Any issues or concerns regarding the clerkship, house staff, personnel, patient availability, etc., should be addressed to the Clerkship Site Director. Any issues or</p>	<ul style="list-style-type: none"> • Issues or concerns should be addressed as quickly as possible to foster early resolution. • Concerns regarding misconduct also may be reported confidentially or anonymously using the <u>Inappropriate</u>

	<p>concerns regarding the course, course faculty and staff, etc., should be addressed to the CED of Associate Dean of Experiential Education.</p>	<p>Behavior Reporting Form.</p> <ul style="list-style-type: none"> • Students who feel they have been harassed or discriminated against should discuss the matter with their Associate Dean of Experiential Education, the Director of Student Wellness and Counseling, or the Chief Student Affairs Officer.
<p><u>Professionalism</u></p>	<p>NEOMED students sign and are held to the “Expectations of Student Conduct and Professional Behavior” and must abide by all student policies contained within <i>The Compass</i>. Failure to do so may result in referral and review by either CAPP or the Student Conduct Council.</p>	<ul style="list-style-type: none"> • Hospitals and their academic departments reserve the right to determine appropriate attire for their sites and may impose additional requirements.

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.

APGO Self-Study Educational Case Topic Areas	
Adapted from APGO Medical Student Curriculum 10 th 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 import, we recommend focusing more of your attention on those 21 highlighted topics above.