Syllabus Ob/Gyn Clerkship

<table>
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<tr>
<th>Course No.:</th>
<th>OM7090</th>
<th>Course Title:</th>
<th>Ob/Gyn</th>
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<tbody>
<tr>
<td>Credit Hours:</td>
<td>4 weeks, 4 credit hours</td>
<td>Chair:</td>
<td>Anita L. Nelson, M.D.</td>
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<tr>
<td>Term - Dates:</td>
<td>Variable in OMS III academic year</td>
<td>Level:</td>
<td>OMS III</td>
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### Department of Clinical Education Contact Information

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### Educational Goal

**Purpose of the Rotation**

The purpose of this rotation is to provide the student with a solid foundation in the diagnosis and management of common obstetric and gynecologic conditions as well as health care maintenance and disease prevention for women, regardless of what specialty the student may eventually pursue. In addition, the rotation should expose the student to the full breadth of the clinical specialty of Ob-Gyn so that any student specifically interested in Women’s Health will be better prepared to decide if they want to pursue post graduate training in Obstetrics and Gynecology.
Rotation Description

This rotation provides exposure and experience in the clinical setting of the normal and abnormal physiology of the female patient. Attention is devoted to the recognition and management of common problems typically seen by primary care physicians as well as conditions which may be less common, but could be life threatening if not diagnosed correctly. Students evaluate obstetric and gynecologic patients in the inpatient and outpatient setting. They perform breast and pelvic examinations and write notes in the medical record. If Clinic or Hospital policy does not allow the student to document in permanent record, the student is expected to write a note and orders separate from the chart and ask the preceptor to critique it. Students will have the opportunity to be present in the operating room and to assist in major and minor gynecological surgical procedures. They will participate in vaginal and cesarean deliveries.

Core OB/Gyn Clerkship Learning Objectives

Provide the student with a broad exposure and experience in obstetrics and gynecology, including an osteopathic focus.

- Develop a basic understanding of the diagnosis and management of common gynecological problems. (COMP/AOA core competencies 2, 3; Institutional outcomes 1, 2)
- Have an understanding of the importance of serving the community’s primary care needs in osteopathic obstetrics and gynecology with compassion and thoughtfulness. (COMP/AOA core competencies 2, 3, 4, 5, 6, 7; Institutional outcomes 1, 2, 4, 5, 6, 8)
- Demonstrate the ability to perform a thorough gynecologic history and physical examination competently. (COMP/AOA core competencies 2, 3, 4, 5; Institutional outcomes 1, 2, 3)
- Recognize any deviation from the normal pelvic examination. (COMP/AOA core competencies 2, 3; Institutional outcomes 1, 2, 7)
- Demonstrate knowledge of commonly performed gynecological surgical procedures and familiarity with the diagnostic workup and management of various gynecologic disorders and malignancies. (COMP/AOA core competencies 2, 3, 6; Institutional outcomes 1, 2, 7)
- Explain the management a normal pregnancy and stages of an uncomplicated vaginal delivery. (COMP/AOA core competencies 2, 3; Institutional outcomes 1, 2)
- Recognize a high-risk pregnancy-including the common presentations of spontaneous abortion, ectopic pregnancy, preeclampsia and preterm labor. (COMP/AOA core competencies 2, 3, 6; Institutional outcomes 1, 2)
- Demonstrate familiarity with indications, contra-indications, usage, and complications of various methods of contraception. (COMP/AOA core competencies 2, 3, 6, 7; Institutional outcomes 1, 2, 7)
- Have a thorough understanding of published guidelines addressing health maintenance and preventive care across a woman's lifetime. (COMP/AOA core competencies 2, 6, 7; Institutional outcomes 1, 2, 6, 7, 8)

Rotation Expectations

Students should go to https://www.apgo.org/students/#ob-gyn-clerkship and read the section: The OB-Gyn Clerkship: Your Guide to Success. This is an easy read of the do’s and don’t of your OB-Gyn rotation. The Guide is from the Association of Professors of Gynecology and Obstetric (APGO) website. You do not need user name or password.
Within the same website are the APGO Medical Student Educational Objectives that are worth reviewing. The seventeen objectives are:

1. Develop competence in the medical interview and examination of women (including ethical, social, and diversity perspectives) to provide culturally competent health care.
2. Apply recommended prevention strategies to women throughout the lifespan.
3. Recognize his/her role as a leader and advocate for women.
4. Demonstrate knowledge of preconception care, including the impact of genetics, medical conditions and environmental factors on maternal health and fetal development.
5. Explain the normal physiologic changes of pregnancy including interpretation of common diagnostic studies.
6. Describe common problems in pregnancy.
7. Demonstrate knowledge of intrapartum care.
8. Demonstrate knowledge of postpartum care of mother and newborn.
9. Describe menstrual cycle physiology, discuss puberty and menopause and explain normal and abnormal bleeding.
10. Describe the etiology and evaluation of infertility.
11. Develop a thorough understanding of contraception, including sterilization and abortion.
12. Demonstrate knowledge of common benign gynecological conditions.
14. Describe common breast conditions and outline the evaluation of the breast complaints.
15. Demonstrate knowledge of perioperative care and familiarity with gynecological procedures.
16. Describe gynecological malignancies, including risk factors, signs and symptoms, and initial evaluation.
17. Provide a preliminary assessment of patients with sexual concerns.

### Required Educational Assignments

**Assigned Readings:**

- **Online:**
  - Annals of Internal Medicine, *Screening for Cervical Cancer, 2012*
  - CDC, *Cervical Cancer Screening Guidelines, 2012*
  - Center for Disease Control, *Recommendations for the Laboratory-Based Detection of Chlamydia trachomatis and Neisseria gonorrhoea, 2014*
  - Center for Disease Control, *The CDC Guide to strategies to Support Breastfeeding Mothers and Babies, 2013*

- **UpToDate:**
  - *Screening and Diagnosis of Gestational Diabetes Mellitus During Pregnancy*, Cousta, MD and Jovanovic, MD, April 2013
  - *Management of Normal Labor and Delivery*, Funai, MD and Norwitz, MD
  - *The Initial Prenatal Assessment and Patient Education*, Lockwood, MD and Magriples, MD, Feb. 2013
  - *Clinical Manifestations, Diagnosis, and Management of Ectopic Pregnancy*, Tulandi, MD, MHC
  - *Prenatal Assessment of Gestational Age*, MacKenzie, MD, Stephenson, DO, and Funai, MD
WISE-MD (Surgery Modules):

- Case Modules:
  - Breast Cancer
- Skills Modules:
  - Epidural placement technique
  - Ultrasound: Breast

### OB/GYN Case Conference

**Required Presentation:** During your OB-Gyn rotation you are asked to complete one case-based presentation, including an in depth discussion of one or more aspects of the case (e.g. a presenting symptom or sign, a diagnostic category or management issue) that you want to learn more about during your rotation. **The actual case chosen should be based on a patient you personally evaluated** in either the inpatient or outpatient setting. The presentation will be given to the Ob-Gyn Attending Physician/Preceptor and any other members of the medical team (e.g. medical students, interns, residents). The presentation should be about 15-20 minutes in length and should be accompanied by handouts including a written description of the case and an evidence based discussion of the topic to be presented with a list of the recent literature used to obtain information for the discussion. The literature could include material from journal articles, national guidelines, professional publications and web sites such as the American College of Obstetricians and Gynecologists (ACOG) or recent textbooks.

### Recommended Procedures List (to see or do)

**Recommended Procedure Checklist**

Third year medical students benefit from exposure to OB/Gyn procedures. Below is a recommended list of procedures to complete during your clerkship and a recommended list of procedures to observe.

**Recommended Procedures to do:**
- Admission H&P (Obstetrical and Gynecological)
- Progress Notes for inpatient and outpatient settings
- Breast exam and teach breast self-exam
- Pelvic Exam with cultures and PAP smear
- Wet mount preparation and interpretation
- Ob exam (fundal height, FHT’s, Leopold’s)
- Follow Ob patient from admission to delivery
• Assess fetal monitor strip
• Cervical Exam in labor
• Scrub in to:
   Laparoscopy
   Abdominal Hysterectomy
   Vaginal hysterectomy/repair
   NSVD
   C-Section
   Bilateral Tubal Ligation

**Recommended Procedures to do or see:**
• Colposcopy with or without cervical biopsy/endometrial biopsy/cryotherapy/LEEP
• Sterile speculum exam
• Repair of episiotomy or laceration
• Vacuum or forceps delivery
• Place FECG, IUPC
• AROM
• OB ultrasound

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**Core Topics of Study**

**Obstetric Topics:**
  Ectopic Pregnancy/Miscarriage/First Trimester Bleeding
  Fetal Monitoring
  Infections in Pregnancy
  Third Trimester Bleeding/Placenta Previa or Abruptio
  Hypertension/Preecclampsia
  Diabetes in Pregnancy
  Thyroid Disease in Pregnancy
  Preterm Labor or Ruptured Membranes
  Management of Normal and Abnormal Labor
  Postpartum Bleeding
  Prenatal Care
  Preconception Counseling

**Gynecological Topics:**
  Abnormal Uterine Bleeding
  Abortion
  Abnormal Pap Smear
  Gynecologic Malignancy
  Uterine Myomas (Fibroids)
  Endometriosis
  Infertility
  Menopause
Ovarian Masses
Pelvic Relaxation
Sexually Transmitted Disease
Pelvic Inflammatory Disease
Vaginal Discharge/Vaginitis
Urinary Incontinence

Clinical Faculty

Students are assigned to specific credentialed clinical faculty at their clinical site.

Instructional Methods

Scheduled rotation time will be used for supervised patient care, case presentations and independent studying. You will be required to complete on-line modules as part of your requirement to successfully pass the rotation.

Texts and Media

Required

- An excellent current text aimed at the medical student that should cover all the core objectives. Excellent use of boldface type to highlight important material. Good references for additional reading at the end of each chapter. Reading this textbook in conjunction with your OB/GYN rotation should ensure that you learn the APGO learning objectives. It is the core textbook in most medical schools. The text was also required for the second year course on the Reproductive System.

Supplemental Textbooks
Beckmann et al; Obstetrics and Gynecology (5th ed); Williams and Wilkins

- This textbook is closely linked to the Association of Professors of Gynecology and Obstetrics (APGO) learning objectives. Chapters in this book are short and have case studies that include board review type questions with detailed answers.

Blueprints in Obstetrics and Gynecology

- Good board review type questions with clinical pearls
Williams Obstetrics (McGraw Hill)

- This is the classic textbook on Obstetrics written by and for obstetricians. It is lengthy but eminently readable. It is recommended students going on to practice obstetrics (either as an Ob-Gyn or Family Physician).

Osteopathic Manipulation in Obstetrics & Gynecology:

Electronic resources
Epocrates, UpToDate, or MD Consult are useful as quick reference sources while you are seeing patients.

**NOTE:** Individual preceptors may include other resources.

### Rotation Format, Evaluation, Grading, and Student Feedback

**Additional information is located in the Clinical Education Manual**

**Rotation Schedule**
Each site should provide students with a schedule on their first day of the rotation. These schedules are rarely available prior to the start the rotation. If your preceptor does not offer the schedule you need to ask for it so you will know in advance what nights and weekends you will be on call.

**Evaluation/Grading**
Grading for your clerkship will be calculated according to the Clinical Education Manual. Remember, completion of the rotation will also depend on completion of the ECM 5 curriculum, which corresponds to your clerkship schedule.

Student preceptor evaluations are based upon, but not limited to, the following:

- Attendance and active participation in patient care activities (in both the inpatient and outpatient settings) and didactic activities.
- Knowledge base/evidence of on-going activity to increase knowledge base.
- Demonstration of skills and completion of recommended procedure checklist.
- Interactions with patients, students, residents, attendings, nurses, and other hospital/office staff: professionalism.
- Quality of verbal and written communications, especially patient presentations on hospital rounds and in the ambulatory care clinic, written hospital notes (admitting notes as well as progress notes), and clinic notes (including SOAP notes and problem lists).
- Motivation/reliability.
- Completion of case based presentation.
Policy on Disability Accommodations: To obtain academic accommodations for this rotation, students with disabilities should contact the Center for Disability and Health Policy 909.469.5380.

Remediation Policy: Refer to the Clinical Education Manual
Attendance Policy: Refer to the Clinical Education Manual

Academic Dishonesty: Complete confidence in the honor and integrity of the health professions student and health care professional is essential. Such confidence depends entirely on the exemplary behavior of the individual health care provider in his or her relations with patients, faculty and colleagues. Strict honesty as a personal way of life should be nurtured during the period of education for professional service. The student shall conduct all aspects of his or her life with honor and integrity. This includes accountability to oneself and to relationships with fellow students, future colleagues, faculty, and patients who come under the student’s care or contribute to his or her training and growth, and members of the general public. This applies to personal conduct that reflects on the student’s honesty and integrity in both academic and non-academic settings, whether or not involving a University sponsored activity. Upon accepting admission to the University, each student subscribes to and pledges complete observance to the Standards of Academic and Professional Conduct as outlined in the University Catalog for each academic program. A violation of these standards is an abuse of the trust placed in every student and could lead to suspension or dismissal.

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<thead>
<tr>
<th>WU INSTITUTIONAL OUTCOMES</th>
<th>Health Professional Education</th>
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<tr>
<td>1. Critical Thinking</td>
<td>The graduate should be able to identify and solve problems that require the integration of multiple contexts when performing patient care.</td>
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<tr>
<td>2. Breadth and Depth of Knowledge in the Discipline/Clinical Competence</td>
<td>The graduate should be able to perform appropriate diagnostic and therapeutic skills, to apply relevant information to patient care and practice, and to educate patients regarding prevention of common health problems.</td>
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</table>
### 3. Interpersonal Communication Skills
The graduate should be able to effectively use interpersonal skills that enable them to establish and maintain therapeutic relationships with patients and other members of the health care team.

### 4. Collaboration Skills
The graduate should be able to collaborate with clients and with other health professionals to develop a plan of care to achieve positive health outcomes for their patients.

### 5. Ethical and Moral Decision Making Skills
The graduate should be able to perform the highest quality of care, governed by ethical principles, integrity, honesty and compassion.

### 6. Life Long Learning
The graduate should be able to engage in life-long, self-directed learning to validate continued competence in practice.

### 7. Evidence-Based Practice
The graduate should be able to utilize research and evidence-based practice and apply relevant findings to the care of patients.

### 8. Humanistic Practice
The graduate should be able to carry out compassionate and humanistic approaches to health care delivery when interacting with patients, clients, and their families. They should unfailingly advocate for patient needs.

### COMP/AOA CORE COMPETENCIES

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<tr>
<th>Competency</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Osteopathic Philosophy and Osteopathic Manipulative Medicine</td>
<td>Graduates are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT) appropriate to their specialty. The educational goal is to train a skilled and competent osteopathic practitioner who remains dedicated to life-long learning and to practice habits in osteopathic philosophy and manipulative medicine.</td>
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<tr>
<td>2. Medical Knowledge</td>
<td>Graduates are expected to demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.</td>
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<tr>
<td>3. Patient Care</td>
<td>Graduates must demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventative medicine, and health promotion.</td>
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<tr>
<td>4. Interpersonal and Communication Skills</td>
<td>Graduates are expected to demonstrate interpersonal/communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.</td>
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<tr>
<td>5. Professionalism</td>
<td>Graduates are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population. Residents should be cognizant of their own physical and mental health in order to effective care for patients.</td>
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<td>6. Practice-Based Learning and Improvement</td>
<td>Graduates must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.</td>
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7. Systems-based Practice

Graduates are expected to demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.

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<tr>
<th>COMPARISON OF OUTCOMES STANDARDS: WU AND COMP</th>
<th>WU</th>
<th>COMP</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>1</td>
<td>1, 2, 3, 6</td>
</tr>
<tr>
<td>Breadth and Depth of Knowledge in the Discipline/Clinical Competence</td>
<td>2</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Interpersonal Communication Skills</td>
<td>3</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Collaboration Skills</td>
<td>4</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Ethical and Moral Decision Making Skills</td>
<td>5</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Life Long Learning</td>
<td>6</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Evidence-Based Practice</td>
<td>7</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Humanistic Practice</td>
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<td>1, 2, 3, 4, 5</td>
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