



Course No.:	OM7090	Course Title:	OB-GYN/Women's Health
Credit Hours:	4 Weeks, 4 credit hours	Clerkship Director:	Anita L. Nelson, MD Anitalnelson1@gmail.com
Term - Dates:	Academic Year 2021-2022	Level:	OMS III

Rotation Description

This course provides exposure to and experience with the normal and abnormal reproductive physiology of women throughout their lives. Attention is devoted to the recognition and management of common problems typically seen by primary care physicians as well as to reproductive health conditions, which may be less common but could be life threatening if not diagnosed correctly. The nationally accepted APGO (Association of Professors of Obstetrics and Gynecology) curriculum for third year experience has been adopted for use in this rotation regardless of the setting in which the rotation is held (virtual, in person or hybrid). Students will review obstetric and gynecologic patient cases as they may present in both the inpatient and outpatient settings. They will supplement that didactic experience with supervised clinical experiences and/or specific online and written resources.

Purpose of Rotation

The purpose of this rotation is to provide each student with a solid foundation in the diagnosis and management of common obstetric, gynecologic, and Women's Health 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 introduce to those who might be interested in focusing on women's health, the full breadth of the clinical specialty of Obstetrics and Gynecology so they will be better prepared to make their career decisions.

Preparing for the Rotation

1. Requirements for plenary/didactic week

- Review the orientation talk recorded in March 2020 by Dr. Anita Nelson for incoming OMS3 students. If you have any difficulty locating that talk, please review the PDF version of those slides posted in resources in Elentra.
- Review the video tapes on breast and pelvic examination (see below).
- If possible, locate the clinical slide sets from FOM7 on reproductive health and review how to take a menstrual history and a sexual history.

2. Readings

- Please see section below on reading recommendations for textbooks, articles and online sources.

3. Resources at the Ready

Recommended downloads for handheld devices:

- US Medical Eligibility Criteria for contraceptive methods (app free from CDC)
- US Selected Practice Recommendations for Contraception (app free from CDC)
- STD Treatment Guidelines (app free from CDC)
- Flowsheet for Pregnancy of Unknown Location (attached in Elentra)
- ASCCP Management Guidelines APP (\$9.99 from App store)(optional)
- MenoPRO from North American Menopause Society
- Epocrates
- Medscape

NOTE: Individual preceptors may include other resources.

4. Required Equipment

- Stethoscope
- White coat
- Flashlight
- iPhone or equivalent

5. Preparing for Your Physical Exam

- Review lectures from FOM7 – Breast and Pelvic Exam
- Review video on pelvic examination techniques. Options include:
 - Dr. Anita Nelson. Pelvic exam
https://apps.medsch.ucla.edu/multimedia/medyear3/pelvic_exam/pelvic_exam~480~720.php
 - Stanford Medicine 25 with Dr. Paula Hillard
<https://stanfordmedicine25.stanford.edu/the25/PelvicExam.html>
 - Dr. Alison Edelman et al pelvic exam
<https://www.nejm.org/doi/pdf/10.1056/NEJMvcm061320>
- Review video on breast examination techniques. Options include:
 - Dr. Charles Goldberg Practical Guide to Clinical Medicine: Breast Examination
<https://meded.ucsd.edu/clinicalmed/breast.html>
 - Stanford Medicine 25 with Dr. Paula Hillard
<https://stanfordmedicine25.stanford.edu/the25/BreastExam.html>
- Please refer to Bates Video
- Please refer to EMV material

Expectations During the Rotation

Assignments

There are many different ways that students will be learning under current COVID-19 conditions. At one extreme, some students will be in the traditional 4-week rotation with a clinician where they get involved in the direct care of patients presenting for the full spectrum of OB-GYN services. At the other extreme, some students will have a completely virtual experiences. There are many hybrid mixtures of virtual learning and clinical experience. Even the clinical experiences vary greatly. Some students see only office-based practices with primary care physicians; others may do exclusively obstetrics. Others may be office based but get some hospital experience.

Because there is such variability in the clinical experiences students have on their rotations, we have implemented a standardized curriculum that covers all of the topics that students are supposed to learn during this time. The curriculum was developed by the Association of Professors of Obstetrics and Gynecology (APGO). It consists of 64 topics; 59 of the topics are amplified by cases and a series of questions that test mastery of them materials. Please download the APGO Medical Student Educational Objectives 11th edition at: <https://www.apgo.org/students/apgo-medical-student-educational-objectives/>

Students doing Clinical Experiences Only should accomplish each of the following:

- Read through each of the APGO topics (5 topics/day usually) and view all the resources linked to the case. Develop answers to the case questions. The answers Do Not need to be submitted to Dr. Nelson. If the student has any questions about the case, he should ask the residents or faculty on the rotation. Questions may also be brought to the weekly ZOOM meeting (see below)
- Actively seek clinical experience – taking histories, performing physical examinations (especially breast and pelvic exam), developing assessments and management plans. Work with attendings to obtain this experience. (See section below for details about required procedures, problem that should be seen and required skills to be mastered.)
- NB: For those of you who do have opportunity to go to the operating room, doing an examination under anesthesia (EUA) can be a very valuable learning experience not only because the exam is done with a relaxed patient, but because you have an opportunity to visualize what you palpated immediately afterwards. However, remember that you **must always** have met the patient in advance and obtained her consent to do an EUA before your perform it.
- Attend weekly one-hour ZOOM conferences at 17:30 hours on Wednesday afternoons. Bring interesting cases to the meeting. Be prepared to help review prominent topics (essential learning points). Attendance is excused only if it conflicts with important clinical experiences (scrubbing into surgeries, observing procedures, delivering a baby). In the event of a time conflict, please try to join whatever portion of the ZOOM session you can.

Students in the Virtual-Only Environment should accomplish the following:

- Link the APGO Medical Student Education Objectives as noted below.
<https://www.apgo.org/students/apgo-medical-student-educational-objectives/>
- Download each of the cases and convert to a word document or PDF to expand the space for you to answer each of the questions completely to reflect adequate research and mastery of the topics. Read the questions carefully and relate your answers to the case presented. Also consider other situations where the facts may be different and suggest how that might alter your answer.
- The objective should be to do 5-6 cases a day and submit that work on a daily basis.
- In order to submit the cases you need to submit each day, please cut and paste the case and questions from APGO into a WORD document. Answer the questions for each case in the WORD document and

submit all the cases and questions for each day in **ONE** PDF document with your name on every page (as a header). It is best if you just email the packet directly to Dr. Nelson each day at anitalnelson1@gmail.com. Alternately, you can submit your assignments by clicking the Case Submissions tab in Elentra. The tab will direct you to your individual Microsoft Teams Channel within the OMS III OB/GYN/Women's Health MS Teams Class. Open your individual channel, click on Files, name and upload your (as they are named in APGO with case number) assignment. Please let Dr. Nelson know which submission method you use.

- Attend weekly one-hour ZOOM conferences with Dr. Nelson at 17:30 hours each Wednesday afternoon. Bring questions from your reading or other learning experiences.
- Attend weekly one-hour ZOOM sessions on clinical skills building using standardized patients (Dr. Nelson) each Monday afternoon at 15:30-16:00 hours starting the second week of the rotation.
- View all the on-line videos needed to meet the requirements for obstetrical and gynecologic procedures, skills and entrustable professional activities listed below.
- Submit a list of four new videos that you recommend to meet those requirements with reasons for your recommendation.

Students in the Hybrid Environment (clinical experience time plus virtual learning time)

- Follow the instructions for the clinical rotation when you are in that setting.
- Follow the guidance for the virtual setting when you are placed into it. Alert Dr. Nelson of the time (dates) you will be with her in the virtual platform. Submit the cases starting with the ones you should be at: For example, if you enter the virtual environment at the beginning of the second week, you should already have studied up to at least case 20 or 25. Submit the cases you have not already completed. Join into the Monday ZOOM sessions too, if you like and submit a list of videos (1 per week you are in virtual).

All students: clinical, virtual and hybrid

Students are highly encouraged to utilize the uWISE test bank questions from APGO to test their knowledge. These questions are much better preparation for COMAT and board exams than many of the test banks you may usually use. Watch for the email from Mary Guenthart and activate your account ASAP. You will get access to the uWISE questions as well as a student handbook that has good examples of typical notes and other tools to help you.

Required Activities and Behaviors while on Clinical Rotations

The behaviors/attitudes and professional activities reflect COMP's program learning outcomes (competencies) and entrustable professional activities when on clinical rotations.

1. Write accurate, organized history and physicals, admit notes, progress notes, transfer notes, handovers, discharge notes.
2. Gather a history and preform a history and physical on all new patients, emphasizing pertinent positives and negatives, and supports your working diagnosis (firs assessment) and the differential.
3. Write orders on patients, even if not entered into the electronic medical record, and be prepared to discuss the orders with your resident and attending.
4. Attend daily rounds and orally present on all your patients in a concise, orderly, and logical manner.
5. Effectively communicate with attendings, residents and interns your assessments, workup, and management plan. Ensure that your management plan addresses the treatment of your diagnosis and is tailored for your specific patient. Plan for a workup that helps confirm or rule out your assessments and prioritize a differential diagnoses that is relevant to your patient's history.
6. Develop a complete list of differential diagnoses that is relevant for your patient's history
7. Communicate effectively with the patient, patient family member (as appropriate) and all members of

the patient's larger health care team to ensure an appropriate understanding of the patient's condition and management plan.

8. Recommend to the intern, resident or attending physician a treatment plan for assigned patients.
9. Demonstrate knowledge of specific medical procedures (indications and contraindications)(See below).
10. Participate in all conferences, morning reports, lectures, and meetings available for students
11. Perform literature search on difficult clinical questions and share the information with team members
12. Lecture or present case histories as requested by interns, residents or attending
13. Participate in the oral handoff at the end of your shift
14. Be timely.
15. Wear appropriate attire.
16. Be professional always.
17. Record cases and procedures in T-Res.
18. Observe or participate in all recommended procedures; for procedures not observed, please see video links below.
19. Complete recommended readings and all readings assigned from the resident or attending.
20. Ask for mid-rotation feedback from senior resident and attending.

Summary of Requirements for All Students

Complete all cases for APGO with well researched answers.

1. Complete all other required assignments
2. Prepare for COMLEX using practice uWISE test bank questions
3. Attend ZOOM weekly sessions with chairman
4. Observe all required procedures in person or by viewing videos
5. For those in clinical settings these additional requirements must be followed
 - a. Be professional
 - b. Attend all conferences and meetings available to students
 - c. Practice the behaviors/attitudes and professions activities listed above

Diagnoses/Conditions Required to Observe/Evaluate if on Clinical Rotation or to Study Online if Unable to See Directly if in Virtual or if Not Seen on Clinical Rotation

Recommended diagnoses to know. The student will be responsible for knowing each of the topics covered in the APGO curriculum. See Core rotation learning experiences below. In particular, students should dive more deeply into these common diagnoses:

1. Abnormal uterine bleeding
2. Vaginitis
3. Urinary tract infection
4. Contraception
5. Abnormal pap evaluation
6. Pelvic pain
7. Diabetes in pregnancy
8. Hypertension in pregnancy

OB-GYN Procedures that the Student Must Perform or Observe or, if Not Available, View Online

1. Pelvic examination, including speculum exam and bimanual exam.

2. Breast examination
3. Foley catheter placement
4. Pap Smear/HPV testing
 - a. Sexually transmitted infection and vaginitis evaluation including vaginal and cervical specimen collection
5. Suturing and knot tying
6. Well-woman exam
7. Spontaneous vaginal delivery
8. Assessment of fetal position at term

Obstetrical Procedures the Student Must be Able to Describe with Their Indications and Possible Complications

1. Antepartum ultrasound
2. Amniocentesis and chorionic villus sampling
3. Intrapartum fetal surveillance
4. Induction and augmentation of labor
5. Vaginal birth after Cesarean delivery
6. Operative vaginal delivery
7. Breech delivery
8. Cesarean delivery
9. Postpartum tubal ligation
10. Cerclage
11. Newborn circumcision
12. Newborn examination

Gynecologic Procedures the Student Must be Able to Describe with Their Indications and Possible Complications

1. Pelvic ultrasound
2. Colposcopy and cervical biopsy
3. Excisional procedures of the cervix
4. Vulvar biopsy
5. Endometrial biopsy
6. IUD placement/IUD removal
7. Contraceptive implant placement/implant removal
8. Hysterosalpingogram
9. Hysteroscopy
10. Laparoscopy
11. Permanent contraception
12. Hysterectomy and bilateral salpingo-oophorectomy
13. Pregnancy termination

Skills (Entrustable Professional Activities Specific for Rotation)

1. Interpret fetal heart tracing pattern
2. Interpret antepartum testing results
3. Determine fundal height
4. Obtain adequate cervical cancer screening test
5. Detect and characterize breast mass
6. Determine uterine size, tenderness and mobility
7. Detect adnexal masses
8. Counsel women about contraceptive options, pregnancy options

Skills (AACOM Entrustable Professional Activities for Those Doing/Having Clinical Experience)

EPA 1: Gather a history and perform a physical examination.

EPA 2: Prioritize a differential diagnosis following a clinical encounter.

EPA 3: Recommend and interpret common diagnostic and screening tests.

EPA 4: Enter and discuss orders and prescriptions.

EPA 5: Document a clinical encounter in the patient record.

EPA 6: Provide an oral presentation of a clinical encounter.

EPA 7: Form clinical questions and retrieve evidence to advance patient care.

EPA 8: Give or receive a patient handover to transition care responsibility.

EPA 9: Collaborate as a member of an interprofessional team.

EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management.

EPA 11: Obtain informed consent for tests and/or procedures.

EPA 12: Perform general procedures of a physician.

EPA 13: Identify system failures and contribute to a culture of safety and improvement

Recommended Readings and Electronic Resources

Required Texts: One of the 2 following texts is required

- Beckmann et al; Obstetrics and Gynecology (8th ed); Worthers Kluwer Health, 2019
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. (Downloadable)(Rentable)
- Hacker and Moore; Essentials of Obstetrics and Gynecology (6th ed.); W.B. Saunders, 2015. 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. The text was also required for the second-year course on the Reproductive System. Supplemental Textbooks (Rentable)

Electronic resources

- Epocrates, UpToDate, or MD Consult are useful as quick reference sources.
- Also upload apps: USMEC/SPF, CDC STD Treatment Guidelines, ASCCP Pap Smear Guidelines, MenoPRO

Resources and Media

The following are supplemental textbooks

- 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).
- Ward RC, Ex Ed. Foundations for Osteopathic Medicine. Philadelphia: Lippincott, Williams and Wilkins. 2003. Ch. 28, p.409-419 and Ch. 31, p. 450-461.
- From PubMed (free access articles)
 - Barash JH, Buchanan EM, Hillson C. Diagnosis and management of ectopic pregnancy. *Am Fam Physician*. 2014;90(1):34-40.
 - Carlson LM, Vora NL. Prenatal Diagnosis: Screening and Diagnostic Tools. *Obstet Gynecol Clin North Am*. 2017;44(2):245-256.
 - Garrison A. Screening, diagnosis, and management of gestational diabetes mellitus. *Am Fam Physician*. 2015;91(7):460-7.
 - Lang AY, Boyle JA, Fitzgerald GL, et al. Optimizing preconception health in women of reproductive age. *Minerva Ginecol*. 2018;70(1):99-119.
 - Smith RA, Andrews KS, Brooks D, et al. Cancer screening in the United States, 2017: A review of current American Cancer Society guidelines and current issues in cancer screening. *CA Cancer J Clin*. 2017;67(2):100-121.
 - Westerfield KL, Koenig K, Oh R. Breastfeeding: Common Questions and Answers. *Am Fam Physician*. 2018;98(6):368-373.
- From UpToDate:
 - *Management of Normal Labor and Delivery*, Funai, MD and Norwitz, MD.
<https://www.uptodate.com/contents/management-of-normal-labor-and-delivery>
 - *The Initial Prenatal Assessment and Patient Education*, Lockwood, MD and Magriples, MD, Feb. 2013. <http://enjoypregnancyclub.com/wp-content/uploads/2017/06/Prenatal%20care%20Initial%20assessment.pdf>
 - *Prenatal Assessment of Gestational Age*, MacKenzie, MD, Stephenson, DO, and Funai, MD.
<https://www.uptodate.com/contents/prenatal-assessment-of-gestational-age-date-of-delivery-and-fetal-weight>
- WISE-MD (Surgery Modules):
Case Modules:
 - Breast Cancer
 - *Skills Modules:*
 - Epidural placement technique
 - Ultrasound: Breast
- GIBLIB. Login will be assigned. Look for additional Women's Health lectures and for general and specialty surgeries.

- Video surgical cases and procedures to watch if you do not see them in person:
 - Global Health Media Project Women's Health Videos.
https://www.youtube.com/channel/UCLxFqUTzhUVC-F_pd4Yvkg
 - Reproductive Health Library
<https://www.youtube.com/channel/UCfyi3MN6-SlzKITNioY8k4A>
 - Electronic Fetal Monitoring (EFM) YouTube:
<https://www.youtube.com/watch?v=iMTYiZSPjzM>
- Previous students have found the following videos particularly valuable:
These will be sent to you later via email.

Core Overall Rotation Learning Objectives*

See Tables 1 and 2 below to correlate the following objectives with the COMP learning outcomes (competencies) and WesternU learning outcomes. Overall, the objective of this rotation is to develop confidence in the diagnoses and management of patient's condition as the learner works towards being entrusted to care for a patient independently.

In general terms, the student will be expected to:

1. Apply basic knowledge of the pathology and physiology of the organ systems into the care of the medical patient.
2. Apply basic knowledge of molecular, biochemical, and cellular mechanisms to the care of the medical patient for maintaining homeostasis.
3. Perform an appropriately comprehensive history and physical examination on the hospitalized patients.
4. Formulate and communicate differential diagnoses on each medical patient and prioritize the list.
5. Search the medical literature for the most current aspects of diagnostic and management strategies to thereby apply the principles of evidence-based medicine to the care of the individual medical patient.
6. Formulate strategies for disease prevention based on knowledge of disease pathogenesis and mechanisms of health maintenance.
7. Integrate concepts of epidemiology and population-based research methods into the care of the individual medical patient.
8. Formulate diagnostic and treatment plans taking into consideration a cost-benefit analysis and access to healthcare.
9. Respect the cultural and ethnic diversity of their patients' beliefs in evaluating and managing their medical care.
10. Display honesty, integrity, respect, and compassion.
11. Display collegiality and professionalism toward all members of the healthcare team.
12. Communicate effectively with the patient, patient family member, and all members of the patient's larger health care team.

Specialty Learning Objectives for this rotation come from the APGO Medical Student Educational Objective 11th Edition and include the following 8 units with their individual topics and teaching cases. Again, the link to them is <https://www.apgo.org/students/apgo-medical-student-educational-objectives/>

UNIT 1: APPROACH TO THE PATIENT

1. History Video
2. Examination
3. Cervical Cancer and Sexually Transmitted Infection Screening Video
Teaching Case – Student-Fillable
4. Diagnosis and Management Plan
5. Interpersonal Communication Skills
6. Legal and Ethical Issues in Obstetrics and Gynecology
Teaching Case – Student-Fillable
7. Preventive Care and Health Maintenance Video
Teaching Case – Student-Fillable

UNIT 2: OBSTETRICS

Section A: Normal Obstetrics

8. Maternal-Fetal Physiology Video
Teaching Case – Student-Fillable
9. Preconception Care Video
Teaching Case – Student-Fillable
10. Antepartum Care Video
Teaching Case – Student-Fillable
11. Intrapartum Care Video
Teaching Case – Student-Fillable
12. Immediate Care of the Newborn
Teaching Case – Student-Fillable
13. Postpartum Care Video
Teaching Case – Student-Fillable
14. Lactation Video
Teaching Case – Student-Fillable

Section B: Abnormal Obstetrics

15. Ectopic Pregnancy Video
Teaching Case – Student-Fillable
16. Spontaneous Abortion Video
Teaching Case – Student-Fillable
17. Medical and Surgical Complications of Pregnancy
Teaching Case – Student-Fillable
18. Hypertensive Disorders in Pregnancy Video
Teaching Case – Student-Fillable
19. Alloimmunization
Teaching Case – Student-Fillable
20. Multifetal Gestation Video
Teaching Case – Student-Fillable

21. Fetal Demise
Teaching Case – Student-Fillable
22. Abnormal Labor Video
Teaching Case – Student-Fillable
23. Third Trimester Bleeding Video
Teaching Case – Student-Fillable
24. Preterm Labor Video
Teaching Case – Student-Fillable
25. Premature Rupture of Membranes Video
Teaching Case – Student-Fillable
26. Intrapartum Fetal Surveillance Video
Teaching Case – Student-Fillable
27. Postpartum Hemorrhage Video
Teaching Case – Student-Fillable
28. Postpartum Infections Video
Teaching Case – Student-Fillable
29. Anxiety and Depression in Pregnancy and the Postpartum Period Video
Teaching Case – Student-Fillable
30. Post-term Pregnancy Video
Teaching Case – Student-Fillable
31. Fetal Growth Abnormalities Video
Teaching Case – Student-Fillable

Section C: Procedures

32. Obstetric Procedures
Teaching Case – Student-Fillable

UNIT 3: GYNECOLOGY

Section A: General Gynecology

33. Family Planning Video
Teaching Case – Student-Fillable
34. Pregnancy Termination Video
Teaching Case – Student-Fillable
35. Vulvar and Vaginal Disease Video
Teaching Case – Student-Fillable
36. Sexually Transmitted Infections (STI) and Urinary Tract Infections (UTI) Video
Teaching Case – Student-Fillable
Also, complete STD module listed above and submit certificate for 4 units
37. Pelvic Floor Disorders Video
Teaching Case – Student-Fillable
38. Endometriosis Video
Teaching Case – Student-Fillable
39. Chronic Pelvic Pain MSO Video
Teaching Case – Student-Fillable

Section B: Breast

40. Disorders of the Breast Video
Teaching Case – Student-Fillable

Section C: Procedures

41. Gynecologic Procedures
Teaching Case – Student-Fillable

UNIT 4: REPRODUCTIVE ENDOCRINOLOGY, INFERTILITY AND RELATED TOPICS

42. Puberty Video
Teaching Case – Student-Fillable
43. Amenorrhea Video
Teaching Case – Student-Fillable
44. Hirsutism and Virilization Video
Teaching Case – Student-Fillable
45. Normal and Abnormal Uterine Bleeding Video
Teaching Case – Student-Fillable
46. Dysmenorrhea, Video
Teaching Case – Student-Fillable
47. Menopause Video
Teaching Case – Student-Fillable
48. Infertility Video
Teaching Case – Student-Fillable
49. Premenstrual Syndrome (PMS) and Premenstrual Dysphoric Disorder (PMDD) Video
Teaching Case – Student-Fillable

UNIT 5: NEOPLASIA

50. Gestational Trophoblastic Neoplasia (GTN) Video
Teaching Case – Student-Fillable
51. Vulvar Neoplasms Video
Teaching Case – Student-Fillable
52. Cervical Disease and Neoplasia Video
Teaching Case – Student-Fillable
53. Uterine Leiomyoma Video
Teaching Case – Student-Fillable
54. Endometrial Hyperplasia and Carcinoma Video
Teaching Case – Student-Fillable
55. Ovarian Neoplasms Video
Teaching Case – Student-Fillable

UNIT 6: HUMAN SEXUALITY

56. Sexuality and Modes of Sexual Expression
Video – Part 1
Video – Part 2
Teaching Case – Student-Fillable

UNIT 7: VIOLENCE AGAINST WOMEN

57. Sexual Assault
Teaching Case – Student-Fillable
58. Intimate Partner Violence
Teaching Case – Student-Fillable

UNIT 8: OSTEOPATHY AND WOMEN'S HEALTH CARE

59. Introduction to Osteopathic Principles in Obstetrics & Gynecology
Video Part I
Video Part II
Teaching Case – Student-Fillable
60. Osteopathic History Taking
Teaching Case – Student-Fillable
61. Osteopathic Structural Exam
Teaching Case – Student-Fillable
62. Osteopathic Diagnosis and Management Plan
Teaching Case – Student-Fillable
63. Osteopathy in Obstetrics
Teaching Case – Student-Fillable
64. Osteopathy in Gynecology
Teaching Case – Student-Fillable

Grading (See Example Below)

Evaluation/Grading

Grading in the virtual course will be credit/no credit. Credit for your clerkship will be based on successful completion of all APGO modules and assignments, viewing of each of the listed OB-GYN procedures in on-line videos, and successfully passing the related COMAT exam. Additional comments will be added to your written evaluation to reflect exceptionally good work.

Those doing hybrid or straight clinical work need to complete all the APGO modules, and successfully complete all the clinical assignments listed in this syllabus and those made by the attending and successfully pass the COMAT exam. Both these groups of students will be given standard grading with comments from the clinical attending. Those doing hybrid will also have comments added to the written evaluation on their performance in the virtual portion of their rotation, but those comments will not influence their grade.

Please note, your attending/preceptor's evaluation is based on, but not limited to the following:

- Communication skills regarding patients
- Care provided to assigned patients
- Attendance and participation at conferences, morning reports lectures and meetings
- Completion and accuracy of paperwork on patients (Histories and Physicals, progress notes, treatment plans, presentations, hand-outs, etc.)

- Interaction with attendings, residents, students, medical staff, nursing and ancillary personnel
- General knowledge base and knowledge applied to specific patients
- Motivation in the learning process
- Overall performance, participation, enthusiasm to learn, and effort to improve
- Mid-rotation grades should be given by the intern/resident/attending. The final grade should be given/reviewed with the student on the last day of the rotation.

Rotation Faculty (See Example Below)

Faculty

Anita L. Nelson, MD Chair Obstetrics & Gynecology, AnitaLNelson1@gmail.com

OAA Administrative Support:

Pomona:

Marisa Orser, M.Ed., Associate Director of Clinical Education (909) 469-5253

Britnee Harker, MS, Manager of Clinical Education and Rotations (909) 469-5589

Lebanon:

Kim Ketcham, Assistant Director of Clinical Education (541) 259-0666

Jacquelyn Hakes, Manager of Clinical Education and Rotations Office (541) 259-0212

Rotation Schedule

Each site will provide students with a schedule on the first day of the rotation. If not provided, please ask and have a clear understanding as to the expectations. These schedules are rarely available prior to the start of the rotation.

Students must attend and participate in all assigned and/or required activities specified at the rotation site.

It is the student's responsibility to read, understand, and follow all information and instructions provided by the site.

40 hours per week of required curriculum, supplemental materials as directed above and supervised clinical experience, if possible.

General Policies

Policy on Disability Accommodations: To obtain academic accommodations for this rotation, students with disabilities should contact the Center for Disability Issues and the Health Professions and the system coordinator within ten days of the beginning of the system. Disability Services can be reached at 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.

Table 1

COMP/AOA CORE COMPETENCIES	Learning Objective*	Competency: Osteopathic Medical Students are part of an educational continuum that leads to residency and the curriculum provides the foundation for the following outcomes:
1. Osteopathic Philosophy and Osteopathic Manipulative Medicine	6,9,10,11,12	Residents on their first day of residency 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.
2. Medical Knowledge	1,2,3,4,5,6,7,8,9,11,12,14	Residents on their first day of residency 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.
3. Patient Care	2,3,9,10,11,12	Residents on their first day of residency 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.
4. Interpersonal and Communication Skills	4,8,9,10,11,12,13,14	Residents on their first day of residency 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.
5. Professionalism	7,9,10,11,12,13	Residents on their first day of residency 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. Please note that professionalism is an integral part of the career of a physician. Clinical sites do have the right to fail a student or remove them from rotation due to

		deficits in professionalism.
6. Practice-Based Learning and Improvement	5,6,7,8,12,14	Residents on their first day of residency 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.
7. Systems-based Practice	5,6,7,8,12,14	Residents on their first day of residency 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.

*Please see learning objectives above

Table 2

WU INSTITUTIONAL OUTCOMES	Learning Objective*	Health Professional Education
1. Critical Thinking	1,2,3,4,5,6,7,8,11,12,14	The graduate should be able to identify and solve problems that require the integration of multiple contexts when performing patient care.
2. Breadth and Depth of Knowledge in the Discipline/Clinical Competence	1,2,3,4,5,6,7,8,9,11,12,14	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.
3. Interpersonal Communication Skills	3,4,9,10,11, 12,13	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	3,4,8,9,11,12,13	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	8,9,11,12,13	The graduate should be able to perform the highest quality of care, governed by ethical principles, integrity, honesty and compassion.
6. Lifelong Learning	5,7,8,9	The graduate should be able to engage in life-long, self-directed learning to validate continued competence in practice.

7. Evidence-Based Practice	2,3,4,5,6, 7,8,9,12, 4	The graduate should be able to utilize research and evidence-based practice and apply relevant findings to the care of patients.
8. Humanistic Practice	8,10,11,13	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.

*Please see learning objectives above

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