

OBSTETRICS & GYNECOLOGY CLERKSHIP SYLLABUS

COURSE DESCRIPTION

Obstetrics and Gynecology is a six-week clinical clerkship offered during the medical student's first clinical year of study. The goal of the clerkship is to acquaint the student with all aspects of medical care for women with emphasis on acquiring the basic skills of gynecologic and obstetrical history taking and physical examination, participating in and assuming responsibility for the evaluation and care of outpatients and inpatients, and acquiring practical experience in the operating and delivery rooms under the close supervision of staff. Formal and informal daily teaching sessions and rounds with the attending faculty and resident staff are part of the preceptor experience. The Clerkship Director or Site Director meets with the students mid-rotation for evaluation and feedback. During the clerkship the student will keep a log of all patient encounters and procedures in which they observed or participated.

During the first week of the clerkship the students will be instructed on how to perform a pelvic and breast exam and taught how to do a vaginal delivery. In addition they will have exercises in the simulation laboratory which will review pelvic and breast examinations, mimic normal and abnormal obstetric clinical scenarios, and develop suturing and endoscopic surgical skills. The purpose of this session is to give the student an intensive review and orientation to the specialty and therefore make the transition to "live" patient encounters less intimidating.

COURSE OBJECTIVES

The course objectives are designed to achieve the clinical competencies and objectives of the Department of Obstetrics and Gynecology of the Louisiana State University School of Medicine. These objectives incorporate the educational objectives of a third year clinical clerkship as defined by the Association of Professors of Gynecology and Obstetrics.

By the completion of the clerkship in Obstetrics and Gynecology, the student will be able to:

Patient Care

- Demonstrate the ability to take an appropriate and thorough history; examine patients with appropriate thoroughness
- Identify and prioritize patients' problems; develop a thorough differential diagnosis
- Develop appropriate plans for laboratory and radiologic evaluation
- Develop appropriate plans for management and be able to communicate the plan effectively to the team.
- Formulate a differential diagnosis of the acute abdomen and chronic pelvic pain.
- Describe common breast conditions and outline the evaluation of breast complaints.
- Demonstrate knowledge of perioperative care and familiarity with gynecological procedures

Medical Knowledge

- Students must acquire knowledge of basic disease processes encountered in Obstetrics and use this knowledge to counsel patients:
 - Preconception care including genetics, medical conditions and environmental factors on maternal health and fetal development
 - Intrapartum care
 - Postpartum care of mother and newborn
- Explain the normal physiologic changes of pregnancy including interpretation of common diagnostic studies.
- Describe common problems in obstetrics.
- Describe menstrual cycle physiology, discuss puberty and menopause and explain normal and abnormal bleeding.
- Describe the etiology and evaluation of infertility.
- Develop a thorough understanding of conception, including sterilization and abortion.
- Demonstrate knowledge of common benign gynecological conditions.
- Describe gynecological malignancies including risk factors, signs and symptoms and initial evaluation.

Practice Based Learning and Improvement

- Apply recommended prevention strategies to women throughout the life-span.

Interpersonal Relationships and Communication

- Develop competence in the medical interview and physical examination of women and incorporate ethical, social, and diversity perspectives to provide culturally competent health care.
- Demonstrate knowledge of how to effectively communicate with patients in challenging situations such as pregnancy complication or diagnosis of malignancy.
- Provide a preliminary assessment of patients with sexual concerns.

Professional Behavior

- Students conduct themselves with honesty and integrity respecting diversity and cultural beliefs of patients, family members, and team members.
- Students understand their limits and ensure their own competence.

Systems Based Practice

- Students recognize how their patient care decisions and professional behaviors affect the healthcare and educational systems in which they work.
- Students demonstrate an understanding of the healthcare system, including utilization of resources.

Interprofessional Collaboration

- Students establish trust and maintain a climate of respect while working in collaborative teams on the labor and delivery unit.
- Students engage other members of inter-professional teams to in order to provide care that is safe, effective, and efficient.

Personal and Professional Development

- Students assess their learning needs, knowledge, emotional needs, and the limitation of their skills in order to improve.
- Recognize his/her role as a leader and advocate for women.
- Students demonstrate flexibility, maturity, and the ability to utilize appropriate resources in the face of uncertainty.
- Students engage in activities that promote their personal and professional growth during their obgyn clerkship.

CLERKSHIP FACULTY

LSU - UMCNO:

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| Dr. Jaime Alleyn-Clerkship Director | Dr. Robert Maupin |
| Dr. La'Nasha Tanner-Assist. Clerkship Dir. | Dr. Joseph Miller |
| Dr. Ann Chau | Dr. Lisa Peacock |
| Dr. Barry Hallner | Dr. Stacey Scheib |
| Dr. Asha Heard | Dr. Valerie Williams |
| Dr. Stacey Holman | Dr. Felton Winfield |
| Dr. Amelia Jernigan | Dr. Sara Yockey |

East Jefferson Memorial Hospital

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| Dr. Bennie Nobles-Site Director | Dr. David Hoerner |
| Dr. Jennifer Baur | Dr. Traci Iwamoto |
| Dr. Stephen Champlin | Dr. Geraldine St. Germain |
| Dr. John Hevron | Dr. Amanda Thomas |

Touro Infirmary

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| Dr. Louis DuTreil | Dr. Tom Ryan |
| Dr. Jennifer Mills-Messina | Dr. Jamie Sias |
| Dr. Tara Morse | |

LSU, Baton Rouge

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| Dr. Lakedra Pam-Site Director | Dr. F. A. Moore, III |
| Dr. Karli Boggs | Dr. Kirk Rousset |
| Dr. Sarah Buzhardt | Dr. Andrea Usher |
| Dr. Ashley Cowart | Dr. Tammy Dupuy, GYN ONC |
| Dr. Andrew Montz | Dr. Giles Fort, GYN ONC |

University Hospital & Clinics, Lafayette

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| Dr. Holly Provost-Site Director | Dr. May Thomasee |
| Dr. Kenneth Brown | |

Lafayette General Medical Center

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| Dr. Stephen Coleman | Dr. James Skrasek |
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Lafayette Area Preceptors

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| Dr. Amanda Alleyn | Dr. Eric Elias | Dr. Erin Hemsell |
| Dr. Frank Calliet | Dr. Joe Fernandez | Dr. Adair Herrington |
| Dr. Francis Cardinale | Dr. John Fuselier | Dr. Charles Padgett |

TEACHING AND LEARNING METHODS

The clerkship is primarily a preceptor-style learning experience with a single OB/GYN clerkship faculty mentor. It is designed to provide the student with an appreciation of what a practicing community obstetrician-gynecologist does, both in out-patient settings and at the hospital. The student makes hospital rounds with the faculty member and scrubs in on scheduled surgeries and emergency surgeries or deliveries that occur during the student's assigned hours. During these sessions in the office the student is expected to perform at least 2 comprehensive work-ups and 5-10 follow-up histories and physical examinations. The student is to keep a log of all patient encounters which will be reviewed mid-block by the clerkship director to ensure that the student experiences a variety of cases.

Where available, the students will work with an OB/GYN sub-specialist in Maternal-Fetal Medicine, Reproductive Endocrinology, GYN Oncology or Uro-gynecology for one day during the rotation. The student will be expected to attend OB/GYN conferences.

Our clerkship is focused on developing interprofessional activities. These include partaking in surgical time-outs in the OR, being involved at nursing sign out and the labor and delivery safety huddle.

Call and weekends. Students are expected to take call during the rotation. The call schedule will vary depending on location. Because much of the clinical activity in OB/GYN occurs at night, students are expected to remain on site at the hospital when on call. Students are given time off to rest and study after they have spent a night on the hospital. The duty hours as specified by LSU School of Medicine are always followed.

Minimum Required Cases for Obstetrics and Gynecology

The cases represent the minimum number of patients to be evaluated by each student to ensure ample experience across the usual scope of practice for obstetrics and gynecology, balancing a busy workload that is not too oppressive.

- Prenatal care – 5
- Intrapartum care – 2
- Obstetric problem – 3
- Vaginal delivery (observed/assisted) – 2
- Vaginal delivery (performed) – 1
- C-section (assisted) – 1
- Postpartum care – 2
- Pap smear (performed) – 5
- Pelvic (performed) – 5
- Breast exam (performed) – 5
- Menstrual abnormality – 1
- Urogenital infection – 1
- Abnormal Pap smear -1
- Pelvic pain – 1
- Infertility – 1

Contraception – 1
Menopause -1
Gyn surgery (assisted) -1
Laparoscopy (observed/assisted) – 1
Postop management – 1

Appropriate exposure to diverse kinds of patients is assured by scheduling patients specifically for student encounters and monitoring the cases seen on a weekly basis. If it becomes apparent that a student has not seen the required cases, the student may be assigned to additional faculty or other learning experiences may be substituted.

TEXTBOOKS AND OTHER LEARNING RESOURCES

REQUIRED:

Blueprints Obstetrics & Gynecology, 6th Edition (Callahan and Caughey)

Obstetrics and Gynecology, 7th Edition (Beckmann, Ling, Barzansky)
Lippincott Williams and Wilkins, Baltimore and Philadelphia, 2009

Suggested reading for reports, in depth coverage of topics encountered, and for those students wishing to pursue a career in OB/GYN:

Williams Obstetrics, (Cunningham, MacDonald, Gant, Leveno, Gilstrap)

Obstetrics Normal and Problem Pregnancies, (Gabbe, Niebyl, Simpson)

Novak's Textbook of Gynecology, (Novak, Jones and Jones)

Comprehensive Gynecology, (Droegemueller, Herbst, Mishell & Stenchever)

Clinical Gynecologic Oncology, (DiSaia and Creasman)

TeLinde's Operative Gynecology, (Mattingly)

Clinical Gynecologic Endocrinology and Infertility, 7th Edition (Speroff and Fritz)
Lippincott Williams and Wilkins, Baltimore & Philadelphia, 2005

OB-GYN 101

This program is available on the LSUHSC Web site under the Department of OB/GYN education tools link. It is a very comprehensive overview of obstetrics and gynecology including note cards on most subjects, drugs used in OB/GYN and video clips of common procedures. It also has links to outside resources.

http://www.medschool.lsuhs.edu/ob_gyn/education_center.aspx

APGO uWISE

An additional Web-based resource is uWISE through APGO. This exam was developed to help students acquire the necessary basic knowledge in OB-GYN regardless of future specialty choice. The quizzes are an excellent tool to help prepare for the NBME exam at the end of the rotation. A link to access uWISE will be provided by email.

You will need to use your **LSU email address** and create your own account.

The link can also be accessed through the LSU OB-GYN website.

EVALUATIONS AND GRADING

All students are expected to meet the stated clerkship specific competencies and objectives in order to pass the clerkship. Third year students who do not meet these requirements will have to remediate any deficiencies before being advanced to the fourth year curriculum. All students will receive an ungraded mid-term evaluation to assess their strengths and weaknesses prior to graded examinations. Students identified as having weaknesses will meet with the Clerkship Director to plan strategies to improve their performance. In addition, the students may meet with the Clerkship Director at any time to assess their progress.

Student performance will be assessed by the following methods:

- 50% 1 - Performance on the NBME subject examination
- 15% 2 - Evaluations of student professionalism and clinical skills by clerkship faculty
- 5% 3 - Evaluation by residents (if preceptored in their hospital or clinic)
- 30% 4 - Grade on team based learning (Individual RAT 35%, Group RAT 65%)

A student cannot pass the clerkship if the NBME shelf examination score is less than 56. A student may also fail based on their evaluations regardless of their NBME exam score.

Final Grade Scale

Honors = 90-100
High Pass = 80-89
Pass = 70-79
Fail = 69 and below

STUDENT RESPONSIBILITIES

The LSU Medical Students are an ambassadors of the school, and are expected to conduct themselves at all times in a professional manner that reflects honorably on the tradition of the school and the future medical profession they are about to enter. It is a privilege to be allowed by respected physicians in our community to participate in the care of their patients who, in turn, have entrusted their care to those physicians.

- 1 – **Always** be on time for all scheduled appointments including lectures, rounds, surgery, office visits, and patient visits. Your tardiness affects many people and is unprofessional.
- 2 – Dress professionally. A **clean** white lab jacket is mandatory. Men should wear a shirt and tie, and women should dress modestly. Sandals and open-toed shoes are not appropriate. Scrubs should only be worn in the operating room, labor & delivery suite or when on call.
- 3 – Leave pager and cell phone numbers with all parties who may need to reach you.
- 4 – Contact your preceptor during your orientation for instructions on beginning your clinical work.
- 5 – At all times behave courteously to all hospital and office personnel. They will your best allies now and in your future practices.
- 6 – Do not be afraid to admit your ignorance, and **never** perform a procedure you do not feel competent with unless under direct supervision. **First do no harm.**
- 7 – Complete your clerkship evaluations, online ethics and nutrition modules and core clinical conditions booklet.

PHYSICIAN PRECEPTOR RESPONSIBILITIES

It is a joy to share life-long knowledge and experiences with those who will follow in our footsteps. It is also an awesome responsibility. In this age of rapid advances in knowledge and technology it is a struggle just to keep up let alone try to feel competent as a teacher. While striving to be a good mentor can be intimidating, it must be recalled where we all were as a third year medical student and where we have come. You have so much to impart not only in knowledge and mastery of techniques, but also in compassion and “bedside manner” and the “art” of medicine which is still alive and well in this technological world.

- 1 – Be a role model. Your words and actions leave an indelible mark.
- 2 – Keep your appointments with your student.
- 3 – Set the rules, schedules and expectations at your first meeting with the student.
- 4 – Familiarize yourself with the student’s learning objectives and goals, and honor the student’s other educational commitments.
- 5 – Leave all important contact numbers with the student.
- 6 – Take advantage of learning tools available through the LSU Medical School and Department of OB/GYN to make yourself a more effective teacher.
- 7 – Arrange to have someone in your office orient the student with the hospital and your office.
- 8 – Never hesitate to contact the Clerkship Director if you have any questions or problems with your student or the clerkship.
- 9 – Complete student evaluations within 2 weeks of the completion of the clerkship to the Clerkship Director.

APPENDIX

1. Student log sheet
2. Preceptor contact information