Clerkship Contact Information

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OB/Gyn website: https://med.ucf.edu/academics/md-program/program-modules/m3-third-year-clerkships/obstetrics-gynecology/

Teaching Tool: One – Minute Preceptor
OB/Gyn Clerkship Objectives

Medical Knowledge

- Collect **cervical cytology** and interpret results according to **current established guidelines**.
- Discuss the **physiology and anatomic** changes associated with **pregnancy** and the **physiologic functions of the fetus and placenta**.
- Understand how to **diagnose pregnancy**, determine **gestational age** and identify women at risk for **pregnancy complications**.
- List the signs, symptoms and stages of **labor**, demonstrate the steps of a normal vaginal delivery and identify common intrapartum and postpartum complications.
- Identify common **medical and surgical complications** occurring during pregnancy.
- List common **causes of bleeding** in the third trimester.
- Identify symptoms and summarize physical findings associated with **gestational hypertension**, **preeclampsia** and **eclampsia**.
- Discuss the endocrinology and physiology of the normal **menstrual cycle**, including **menarche and menopause**.
- Identify the common causes, evaluation method and treatment options for an adolescent, reproductive-aged woman or postmenopausal woman presenting with **abnormal uterine bleeding**.

Patient Care

- Perform and document a thorough **obstetric and gynecologic diagnostic evaluation**, including a complete patient history (including menstrual, obstetric, gynecologic, contraceptive and sexual history) and an appropriate physical examination (including components of the breast and pelvic examinations as indicated).
- Develop a differential diagnosis for bleeding and pain in the first trimester, identify risk factors for and the initial evaluation of suspected **ectopic pregnancy**, **molar pregnancy** and **spontaneous abortion**.
- Counsel a patient regarding **contraceptive choice**, focusing on the effectiveness, reversibility, benefits, risks and financial considerations of various contraceptive methods.
- Differentiate the symptoms, physical findings, evaluation, management and public health concerns associated with **common vaginal and vulvar disorders**, including sexually transmitted infections.
- Summarize the risk factors, signs and symptoms, physical exam findings and initial management plans for patients presenting with **cervical, uterine and ovarian malignancies**.
- Outline the **diagnostic approach to evaluating common benign and malignant breast disorders** in both pregnant and non-pregnant women.
Systems-Based Practice

- Discuss social and health policy aspects of women’s health, including ethical issues, abortion, sterilization, intimate partner violence, adolescent pregnancy and access to health care.

Practice-Based Learning and Improvement

- Assess women with signs and symptoms of menopause and describe evidence-based management of symptoms.

Ethics and Professionalism

- Address sensitive issues with compassion and respect, regardless of a patient’s gender, race/ethnicity, cultural or socioeconomic background.

Interpersonal and Communication Skills

- Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health care professionals.
- Use information technology to access medical information, critically assess current literature and provide literacy-appropriate educational information to patients and families.

Longitudinal Clerkship Curriculum

Interdisciplinary conference, every six weeks

Topics include:

- Ethics & Humanities
- Gender-Based Medicine
- Medical Informatics
- Medical Nutrition
- Geriatrics and Principles of Palliative Care
- Culture, Health and Society
- Patient Safety
- Healthcare Policy

Didactics

- Every student participates in core didactic sessions on Friday morning (8AM – 1PM) at the UCF Clerkship Office on Gore Street and are excused from clinical activities. At times didactic sessions may change to late afternoon.
- Students are required to attend all site conference and education activities.
Policies

COM Student Mistreatment Definition
UCF COM has defined mistreatment as any behavior that is harmful or offensive and unreasonably interferes with a student’s learning. Such behavior may be verbal (swearing, humiliation, insults), emotional (neglect, a hostile environment), and physical (threats, physical harm).

Attendance Policy
Clerkship students cannot be excused from clinical activities by their preceptors, all absences need to be approved by the Clerkship Director.

Medical Care Policy
Residents cannot provide medical care to students they evaluate

Positive Learning Environment Definition
Having a respectful, inclusive, and robust learning environment plays a critical role in developing and sustaining a professional, capable, compassionate, and diverse healthcare workforce that will meet the healthcare needs of all. - AAMC Statement on the Learning Environment

Grading Rubric

1. Clinical Evaluations 45 points
   - Faculty/Residents/Midwives
2. NBME OB/GYN Shelf Examination 20 points
   - Scaled score ≥5th percentile (corresponds to COM grade of ≥70%) to pass
   - Scaled score must equal or exceed the 70th percentile in order to be eligible for an “A” on the rotation
3. Clinical Skills Exam 10 points
   - Three stations:
     i. Performance and documentation of Breast and Pelvic Exam (4 points)
     ii. Non-Directive Options Counseling for Unplanned Pregnancy (3 points)
     iii. Contraceptive Counseling (3 points)
   - Must pass the Clinical Skills Exam to pass the clerkship.
   - Checklists available on Webcourses
4. Case Presentation 10 points
5. History and Physical (2) 10 points
6. Ethics Case Essay 5 points
7. Other 0.5 point deduction for each late assignment
Expectations for Preceptors

- Direct observation of basic skills
- Advise Learners on complex patient care scenarios
- Teaching and guidance
- Constructive feedback
- If requested, written assessment of student performance following the completion of the rotation. If you did not receive an evaluation form for a student that you would like to evaluate, please contact the Clerkship Coordinator for one. These evaluations make up 45% of the student’s final grade for the Clerkship.

Setting Expectations Template

Set your expectations for the learning rotation

(i.e. what responsibilities they should manage, how they will participate on the team or be involved with patients, whatever is a value for you, etc.)

Ask the learner to establish some learning goals

(Effective learning goals will be SMART - specific, measurable, achievable, relevant and timely - SMART)