

Clerkship Contact Information

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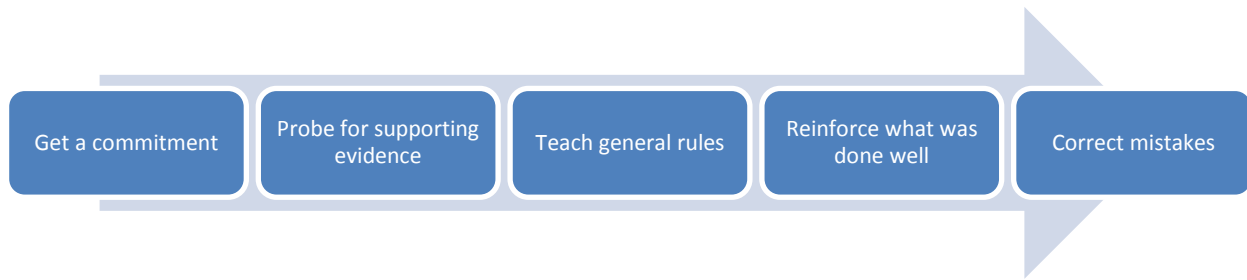
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OB/Gyn website: <https://med.ucf.edu/academics/md-program/program-modules/m3-third-year-clerkships/obstetrics-gynecology/>

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.
- The student will demonstrate **professional behaviors** towards peers, faculty, staff, health care team, and patients, in all learning and clinical encounters with regard to reliability and responsibility, self-improvement and adaptability, upholding ethical principles, and commitment to scholarship.

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

Didactics

- Every student participates in core didactic sessions on Fridays, with the exception of two Thursday afternoons per Block. Sessions will be held 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

<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>

Clinical Supervision of Medical Students Policy

Levels of supervision—adapted from the ACGME classification—are defined as follows:

Direct Supervision: the supervising health care professional is physically present with the student and patient.

Indirect Supervision with direct supervision immediately available – the supervising health care professional is physically within the hospital or other site of patient care, and is immediately available to provide direct supervision.

Medical students cannot do any medical or surgical procedure without the direct supervision of the attending or supervising resident physician.

COM Student Mistreatment Definition

UCF College of Medicine 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). Students should be aware that medical student training is a rigorous process and feedback may occasionally be uncomfortable. For example, the Socratic method is frequently utilized in medical education, to not only assess knowledge, but also to promote synthesis and application of that knowledge. In and of itself, the Socratic method does not constitute mistreatment. (However, once it is clear that a student has reached the limit of his/her knowledge, it is not appropriate to continue berating students with questions or with denigrating comments about his/her knowledge base.) Students should take this into account when assessing potential cases of mistreatment.

****Report mistreatment to the Clerkship Director, Dr. Caceres.****

Attendance Policy

Clerkship students cannot be excused from clinical activities by their preceptors, all absences need to be approved by the Clerkship Director through the Clerkship Coordinator's office.

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 \geq 5th percentile (corresponds to COM grade of \geq 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. a. Performance and documentation of Breast and Pelvic Exam (4 points)	
ii. b. Clinical Skills Exam (CSE) with PEN note (3 points)	
iii. c. 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.

Motivational Strategies for Learners

Motivation determines the **direction**, **intensity** and **persistence** of effort.

Extrinsic vs. Intrinsic motivation

Intrinsic motivation strategies in the clinical setting

- Facilitate experiences that are relevant to their future career goals or personal learning objectives
- Provide experiences that challenge the learner
- Identify opportunities for learners to work autonomously
- Communicate to the learner their role on the healthcare team

Orsini, C., Evans, P., & Jerez, O. (2015). How to Encourage Intrinsic Motivation in the Clinical Teaching Environment?: A systematic review from the self-determination theory. *Journal of Educational Evaluation for Health Professions*, 12, 8. <http://doi.org/10.3352/jeehp.2015.12.8>

