

EXHIBIT A: CURRICULUM



ROSS UNIVERSITY
SCHOOL OF MEDICINE

RUSM CLINICAL CURRICULUM GUIDELINES OBSTETRICS AND GYNECOLOGY

Overview:

The clinical core clerkships at Ross University School of Medicine (RUSM) are conducted at approximately 30 clinical sites around the United States. The purpose of this document is to:

1. Provide guidance to both educators and students on expectations for Ross students during their core clerkship rotations.
2. Achieve consistency in the educational materials presented to students during their core clerkships.

RUSM recognizes that each site presents its own unique learning opportunities, unique patient populations, and unique styles of teaching for our students. The University encourages experienced medical educators to pursue their educational methods that have proven successful in their own institutions. This guide is meant to assist students in understanding the core learning objectives that faculty in the Ross University School of Medicine apply across all sites and that students should strive to achieve.

Obstetrics and Gynecology Curriculum

(Clinical Chair: Robert N. Mucciola, MD, MA, FACOG; Clerkship Director: Robert Dean, MD)

Course Information:

Course Title: Clinical Core Clerkship – Obstetrics and Gynecology

Course Number: COGC5003

Credit Hours: 6 credits

Course Pre-requisites: IMF

Course Overview: The core Obstetrics and Gynecology (Ob-Gyn) clerkship will serve as an introductory experience in providing comprehensive medical care and counseling services to elderly, adult and adolescent female patients.

Obstetrical conditions and gynecological problems commonly encountered provide the primary focus for this clerkship experience.

During your rotation, you will be required to be familiar with certain (30) diagnoses and several procedures. We have used the terms Essential Patient Encounters (EPE) and Essential Patient Procedures (EPP) to designate these conditions. Aware that you might not actually experience every condition, we have provided Complementary Cases (RObGyn/APGO Cases) to help you fulfill these requirements. These simulated cases may also be used as a review, or to prepare for encounters at your clinical site. Please note that each RObGyn Case will list references and formative questions pertaining to the particular condition.

General Clerkship Expectations:

1. **Study Hours:** Reading/Case assignments are outlined and organized by week. Students should set aside time in review and preparation for the NBME subject exam. Case reviews and formative questions are great tools for surface learning, but the textbook and articles give comprehensive review of topics. In-depth understanding fosters greater retention.
2. **Work Hours:** Students are subject to the same ACGME work hour restrictions as PGY-1 residents. However, clinical activity is limited to 70 hours/week. Students should also be limited to 17 hours of continuous clinical activity.

Please see the current Student Handbook for details.

3. **Patient Interaction:** Students are expected to interact with and be responsible for an adequate number of patients at any given time. Under the supervision of residents/faculty members, and in conjunction with the interdisciplinary team, robust clinical experiences and learning opportunities are assured.
4. **Case Presentations:** Students are expected to present cases and receive feedback of their presentation skills, medical reasoning, differential diagnosis and management plans. Formal didactic presentations may also be required.
5. **Patient Notes:** Clerkship students must follow the procedures and qualifications for both paper chart and electronic medical record patient notes as detailed by the hospital to which they are assigned.
6. **Essential Patient Encounters / Procedures:** A list of the minimum number and types of patients to be seen during a clerkship is provided. All EPEs and EPPs must be recorded in the Patient Log as either a real patient or if needed, a Complementary Case. Although the sequence of each encounter will vary by location and assignment during each rotation, we encourage you to log each encounter soon after the interaction.

Learning Objectives:

Core Clerkship Purpose and Goals:

Purpose:

The core Obstetrics and Gynecology (Ob-Gyn) clerkship will serve as an introductory experience in providing comprehensive medical care and counseling services to elderly, adult and adolescent female patients. Obstetrical conditions and gynecological problems commonly encountered provide the primary focus for this clerkship experience.

Goals:

By the conclusion of the six-week clerkship, each student will be able to:

1. Evaluate female patients presenting with common acute symptoms, and develop a differential diagnosis and management plan.
2. Perform a directed gynecological history and physical, including a complete breast and pelvic exam on appropriate patients.
3. Evaluate, diagnose, and treat a variety of gynecologic problems within the hospital and ambulatory settings.
4. Evaluate the various stages of labor and develop specific motor skills and aptitudes relative to the delivery of an infant and care of the newborn in the delivery room.
5. Demonstrate medical knowledge of the patient conditions outlined in the Essential Patient Encounters. (EPE)
6. Acquire the knowledge and skills to assist with surgical procedures, and perform clinical tasks commonly encountered by Obstetrician-Gynecologists. (Essential Patient Procedures - EPP)\
7. Communicate the patient evaluation and plan in an organized manner both verbally and in writing to members of the health care team.
8. Set learning goals and elicit feedback on meeting personal and rotation goals.

Patient Care (PC) Competencies:

Competency will be required in the following domains:

Patient Care (PC):

The student will be able to:

Gather relevant information, formulate differential diagnoses and propose plans for the management of the **Essential Patient Encounters (EPE)** in the domains of acute, chronic and preventative care for women of all ages. Emphasis includes pertinent history and physical findings and evidenced based lab testing, imaging and treatment plans.

Students will learn to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Obstetrics

1. Diagnose pregnancy by history, physical exam, and laboratory tests.
2. Obtain and appropriately record a complete obstetrical history.
3. Describe and manage routine antepartum and postpartum care in an uncomplicated
4. Identify high-risk circumstances in pregnancy based on history, examination or laboratory studies.
5. Explain the multi-system physiologic changes that occur in the pregnant woman. Describe the basic concepts of fetal-placental physiology and function.
6. Demonstrate how to clinically monitor the three stages of labor, manage, and practice the technical skills required for a normal vaginal delivery.
7. Distinguish between the various techniques of antepartum fetal assessment and their indications based on maternal/fetal risk factors.
8. Discuss the implications of the following conditions for the mother and fetus: a) chronic hypertension b) preeclampsia/eclampsia c) diabetes mellitus d) multiple gestation e) Rh isoimmunization.
9. Construct appropriate differential diagnoses for patients presenting with a) first trimester bleeding, b) third trimester bleeding c) postpartum hemorrhage.
10. Identify and manage premature labor and premature rupture of membranes; possible etiologies.
11. Identify and initiate management of fetal intolerance of labor with regard to possible etiologies and risk factors.
12. Translate the effects of chronic diseases, genetic disorders and commonly used medications into risks for the developing fetus.

Gynecology:

1. Take and appropriately record a complete gynecologic history, including a sexual history. Perform a focused physical examination that includes identification of complications.
2. Describe anatomical relationships and identify the anatomy of the external genitalia and pelvic viscera of women.
3. Perform and appropriately record the essentials of a breast, abdominal and pelvic examination (including speculum and bi-manual portions of the pelvic exam).
4. Describe different gynecologic issues and problems encountered in the different stages of a woman's life.
5. Describe reasons why the possibility of pregnancy must be considered when any woman within the reproductive age range who presents for medical evaluation and care.
6. Outline the different contraceptive techniques with their advantages/disadvantages, risks and benefits.
7. Describe how pregnancy, both intrauterine and extrauterine, can present in many ways and must be considered in terms of differential diagnosis and treatment decisions.
8. Outline appropriate measures of prevention and/or early detection of cervical dysplasia and sexually transmitted diseases.
9. Obtain a Pap smear, perform cervical cultures and interpret KOH and wet smears of vaginal secretions.
10. Describe hormonal relationships of the menstrual cycle and how they relate to normal and abnormal uterine bleeding.
11. Assess a patient for possible perimenopausal symptoms and be able to construct a differential diagnosis, evaluation and management plan for those women. In addition, the student should be able to counsel women regarding hormone replacement therapy.
12. Describe the common gynecologic neoplasms, including the presentation, diagnosis and treatment; understand the general principles of staging.
13. Formulate a differential diagnosis of the acute abdomen and chronic pelvic pain.
14. Construct appropriate differential diagnoses for patients presenting with (1) abnormal bleeding and/or (2) pelvic pain and/or (3) vaginal discharge and/or (4) menopausal symptoms and/or (5) acute abdomen.

During the Ob-Gyn core rotation, students will demonstrate knowledge of perioperative care and familiarity with certain procedures. They will be able to counsel a patient regarding the indication, method, risks and options of the following **Essential Patient Procedures/Clinical Tasks (EPP)**:

1. Perform an adequate pelvic examination describing the uterine size, shape and position, as well as adnexal findings.
2. Perform an adequate Pap smear.
3. Perform an adequate breast examination and counsel on self-examination.
4. Participate in a normal spontaneous vaginal delivery.
5. Demonstrate and document an appropriate postpartum examination.
6. Perform fundal height measurement.
7. Write an admission history and physical for a labor patient.
8. Write admission orders for a labor patient.
9. Auscultate fetal heart tones.
10. Interpret a fetal heart rate monitor pattern.
11. Assign the APGAR score to a newborn.
12. Perform and interpret KOH and normal saline wet mounts
13. Cesarean Section
14. Antepartum Fetal Assessment
15. Intrapartum Fetal Assessment
16. Colposcopy and Cervical biopsy
17. Dilation and Curettage / Hysteroscopy
18. Endometrial Biopsy
19. Hysterectomy
20. Laparoscopy
21. Pelvic Ultrasonography
22. Mammography

Medical Knowledge Competencies (MK):

The student will be able to: Demonstrate knowledge and the application of critical thinking skills in caring for patients with the following **Essential Patient Encounters (EPE)**. These may be seen in the context of acute presentations, management of chronic conditions or prevention of illness.

1. Antepartum Care

2. Intrapartum Care / Surveillance
3. Ectopic Pregnancy
4. Spontaneous Abortion
5. Postpartum Care / Hemorrhage
6. Pre-eclampsia - Eclampsia
7. Third Trimester Bleeding
8. Multiple Gestation
9. Postterm Pregnancy
10. Premature Rupture of Membranes
11. Preterm Labor
12. Abdominal Pain in Pregnancy
13. Abnormal Labor
14. Immediate Newborn Care
15. Free for Suggestions
16. Amenorrhea
17. Family Planning
18. Chronic Pelvic Pain / Dysmenorrhea
19. STI UTI
20. Endometriosis
21. Abnormal Uterine Bleeding
22. Vaginitis
23. Cervical Cancer
24. Menopause
25. Hirsutism & Virilization
26. Infertility
27. POP/Incontinence
28. Breast Disease
29. Leiomyoma and Neoplasia
30. Endometrial Hyperplasia Neoplasm

Interpersonal Skills and Communication (ICS):

The student will be able to: Utilize effective communication skills with patients, families and members of the health care team. Students will demonstrate active listening, empathy, eliciting the patient's concerns and values, and will develop a management plan that involves the patient. In chronic disease management, empowering patients to engage in their own care and identifying barriers to self-care will be essential. All patient encounters should include respectful communication that the patient can understand.

1. Demonstrate caring and respect when interacting with patients and their families even when conflicts or emotionally charged situations arise
2. Demonstrate ability to respectfully communicate with patients regardless of gender, socio-economic, cultural or sexual differences
3. Utilize a biopsychosocial approach when assessing a patient concern
4. Present cases to health care team members in an organized - efficient manner
5. Present acute problems with appropriate depth to determine diagnosis and treatment plan
6. Discuss chronic conditions including management of disease, prevention strategies and any barriers to adherence
7. Identify barriers to self -care - cognitive, cultural, physical, fiscal and psychological

Students will demonstrate knowledge and skills in the following Essential Patient Procedures/Clinical Tasks **(EPP)**

- Identify and counsel for risk behaviors: high risk sexual activity, tobacco, alcohol and drug use
- Screen for recommended conditions such as cervical and breast cancer
- Communicate wellness strategies including self-care and prenatal care
- Describe treatment and prevention plans in acute, chronic and preventative care in a manner the patient can understand

Professionalism:

The student will be able to: Accept responsibility to place the interests of patients first while striving to achieve competence during the rotation. Students will learn to maintain trust by identifying and ethically managing the potential conflicting interests of individual patients, patients' families, society, the medical industry, and their own self-interests.

1. Demonstrate honesty, integrity and respect with patients, families and members of the health care team
2. Know principles of medical ethics specifically in regard to the patient-physician relationship
3. Explain the components of valid informed consent
4. Discuss the ethical issues raised by induced abortion, contraception, and reproductive technology
5. Attend to responsibilities and completes duties as required including completion of patient logs, weekly assignments, mid-clerkship review, and end of clerkship evaluation
6. Demonstrate accountability by being on time and prepared for both patient sessions and didactic conferences
7. Recognize personal knowledge and skills gaps and limitations, and seek assistance accordingly
8. Maintain emotional, physical and mental health including planning for prevention and implementing a strategy to address fatigue and impairment when present
9. Demonstrate the ability to earnestly request feedback and graciously accept constructive feedback with openness and a desire for growth and improvement

Systems Based Practice (SBP):

The student will be able to: Discuss the role of the obstetrician-gynecologist in the delivery of health care. Students will demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call on other resources in the system for optimal health care.

1. Identify resources for patients and plan cost-effective care
2. Recognize the important of patient safety and contribute to providing a safe environment for patients, families and members of the health care team
3. Recognize the importance and actively participate in team based care
4. Discuss the health care system and the role of the obstetrician-gynecologist in providing coordinated, comprehensive, and cost effective continuity care
5. Ability to list the local laws requiring the reporting of suspected child abuse, domestic violence and sexually transmitted infections

Practice Based Learning and Improvement (PBLI):

The student will be able to: Demonstrate the ability to investigate and evaluate the care of patients. The student will appraise and assimilate scientific evidence, and work to continuously improve patient care based on feedback and self-directed learning.

1. Acknowledge gaps in personal knowledge and expertise and frequently ask for feedback
2. Use feedback to improve learning and experience
3. Utilize evidence based resources in patient care including at the point of care and in group discussions
4. Identify and perform recommended age-appropriate screenings
5. Apply current guidelines well-women and prenatal care

Students will demonstrate knowledge and skill in the following **EPP/Clinical tasks** related to PBLI:

- Application of guidelines for Cervical Cytology (ASCCP) and Mammogram (ACOG) use
- Appropriate ordering of lab and imaging tests: including use of ACOG imaging and ultrasound recommendations

Interprofessional Collaboration (IC):

The student will be able to:

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

1. Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

2. Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.

Personal and Professional Development (PPD):

The student will be able to:

Demonstrate the qualities required to sustain lifelong personal and professional growth.

1. Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.
2. Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.

Weekly Assignments:

We are providing a weekly study plan for assuring that you acquire the fundamental knowledge required of this clerkship. Adherence to this list of tasks and assignments will help maximize your comprehension of important topics, and will also be instrumental in your NBME Subject Clerkship Exam (SCE) preparation.

Access to APGO uWise Questions can be found here: [APGO uWise](#)

You can access the e-book here: [Obstetrics and Gynecology](#)

Weeks	Topics	Activities	Readings	APGO Online Reviews
Prior to Clerkship	Clerkship Preparation	Access Medicine Pelvic Exam Video	The Ob-Gyn Clerkship: Your Guide to Success APGO Tools for the Clerkship	
	Annual Exam		Beckman - Chapter 1 (pp. 1 - 16) Beckman - Chapter 2 (pp.17 - 31)	
Week 1	Contraception Counseling	APGO uWISE - Chapter 33 (10 Questions) Family Planning APGO Teaching Case (RObGyn Case # 17)		Family Planning - AVL # 33 (9:30)
	First Trimester Bleeding and Abortion / Ectopic Pregnancy	MedU CORE Case #14 Pregnancy & Infertility Access Medicine Case Files #185 Ectopic Pregnancy		Ectopic Pregnancy - AVL # 15 (4:32) Maternal Fetal Physiology - AVL # 8 (10:18)
	Antepartum Care	Antepartum Fetal Assessment (ACOG PB)	Beckman - Chapter 5 MF Physiology (pp. 47 - 59) Beckman - Chapter 6 Preconception & Antepartum Care (pp. 61 - 78)	Antepartum Care - AVL # 10 (8:37)
Week 2	Sexually Transmitted Infections/Vaginitis	Access Medicine Case File #187 Bacterial Vaginosis	Beckman - Chapter 29 STDs (pp. 265 - 275)	STI and UTI - AVL # 36 (9:27)

Weeks	Topics	Activities	Readings	APGO Online Reviews
	Cervical Dysplasia	Cervical Disease & Cancer APGO Teaching Case (RObGyn Case #23)		Cervical Disease and Neoplasia - AVL # 52 (9:21)
	Intrapartum Care/Normal Labor	NSVD Tutorial Cervical Exam	Beckman - Chapter 8 Intrapartum Care (pp. 93 - 104)	Intrapartum Care - ALV # 11 (8:28)
	Intrapartum Fetal Surveillance	EFM Tutorial	Beckman - Chapter 9 Abnormal Labor & Intrapartum Fetal Surveillance (105 - 119)	Abnormal Labor - AVL # 22 (11:23)
	Abnormal Uterine Bleeding	AUB APGO Teaching Case (ROB gyn Case #21) Access Medicine Case Files #52 PCOS	Beckman - Chapter 38 Puberty (pp. 343 - 347) Beckman - Chapter 39 Amenorrhea and AUB (pp 349 - 353)	Amenorrhea - AVL # 43 (5:44) Normal and Abnormal Bleeding - AVL # 45 (8:48)
Week 3	Breast Disease	MedU CORE Case #15 Cancer Screening	Beckman - Chapter 33 Disorders of the Breast (pp. 301 - 310)	Disorders of the Breast - AVL # 40 (7:07)
	Third Trimester Bleeding		Beckman - Chapter 16 Third Trimester Bleeding (pp. 163 - 167)	
	Postpartum Care		Beckman - Chapter 11 Postpartum Care (pp. 129 - 135)	PP Hemorrhage - AVL # 27 (7:09) PP Infection - AVL # 28 (4:08)
MCR	Confirm your Mid-Clerkship Review Session.	Print & present your patient log.	Complete one of the APGO 50-question Comprehensive Self-Assessment Tests .	
	Endometrial Cancer	APGO uWISE - Chapter 33. (10 questions) Endometrial Hyperplasia Neoplasia APGO Teaching Case (RObGyn Case #30)		Endometrial Hyperplasia - AVL # 54 (8:00)
Week 4	Pelvic Pain	Dysmenorrhea (ACOG PB)	Beckman - Chapter 32 Dysmenorrhea and Chronic Pelvic Pain (pp. 295 - 300)	Chronic Pelvic Pain - AVL # 39 (4:26)

Weeks	Topics	Activities	Readings	APGO Online Reviews
Week 5	Preterm Premature Rupture of Membranes/Preterm Labor		Beckman - Chapter 15 Preterm Labor (pp. 157 - 161)	Preterm Labor - AVL # 24 (4:28)
	Preeclampsia/Eclampsia	Access Medicine Case Files #114 Pre-eclampsia	Beckman - Chapter 17 PROM (pp. 169 - 173)	Premature ROM - AVL # 25 (7:15)
			Beckman - Chapter 22 CV & Respiratory Disorders (pp. 205 - 213)	Preeclampsia-Eclampsia - AVL # 18 (7:05)
	Infertility	Access Medicine Case Files #186 Infertility Endometriosis APGO Teaching Case (RObGyn Case #20) APGO uWISE - Chapter 48 (10 questions)	Beckman - Chapter 42 Infertility (pp. 371 - 380)	Infertility - AVL # 48 (9:03) Endometriosis - AVL # 38 PP (6:31)
	Menopause		Beckman - Chapter 41 Menopause (pp. 363 - 370)	Menopause - AVL # 47 (5:53)
Week 6	Twin Pregnancy		Beckman - Chapter 13 Multifetal Gestation (pp. 145 - 149)	Multifetal Gestation - AVL # 20 (7:42)
	Pelvic Organ Prolapse/Incontinence	POP / Incontinence APGO Teaching Case (RObGyn Case #27) Access Medicine Case Files #109 Incontinence	Beckman - Chapter 30 Pelvic Support Incontinence (pp. 277 - 286)	Pelvic Floor Disorders - AVL # 37 (9:52)
	Pelvic Mass	APGO uWISE - Chapter 55 (10 questions)	Beckman - Chapter 50 Ovarian & Adnexal Disease (pp. 435 - 446)	Ovarian Neoplasms - AVL # 55 (6:06)
	Gestational Diabetes		Beckman - Chapter 20 Endocrine Disorderse (pp. 189 - 195)	Fetal Growth Abnormalities - AVL # 31 (6:01)

Clerkship Grading:

Clerkship Grading Overview:

1. Clinical Clerkships Assessment of Medical Student Performance - **65% of your final clerkship grade**
2. NBME SCE - 25%
3. Online Curriculum Requirements - 10% (in order to receive full credit a student must:
 - A. Log 100% of EPEs/EPPs
 - B. Confirm a Mid-Clerkship Review
 - C. Complete the End of Clerkship Evaluation)

Clinical Clerkship Assessment of Medical Student Performance:

Clinical Clerkship Assessment of Medical Student Performance (CCAMSP) - 65% of your final clerkship grade
The Clinical Clerkship Assessment of Medical Student Performance form, exhibit A.1, will be completed by your site clerkship director with input from all of those who have worked with you throughout the clerkship.

National Board of Medical Examiners (NBME) Subject Clerkship Exam (SCE) – 25% of your final grade:

Students will have a 14-day "window" to sit for the subject clerkship exam. The window begins on the last Monday of the rotation.

Students are required to coordinate their exam date with the office of medical education and the director of medical education at their respective site to minimize impact on clinical responsibilities.

Failure of a SCE exam results in an "Incomplete" with an opportunity to re-take the exam and receive a maximum grade of "C" for the SCE. Other policies related to the Clinical Clerkship Assessment of Medical Student Performance component of the grade are established and unchanged (i.e., two or more "F" grades results in a failing grade for the rotation).

Please refer to the Latest Student Handbook for further details.

Online Curriculum Participation - 10% of your final grade:

Online Curriculum Requirements consist of:

- A. Log 100% of EPEs/EPPS
- B. Confirm a Mid-Clerkship Review
- C. Complete the End of Clerkship Evaluation.

Adherence to the above is made possible through the many resources within the eCollege course, and use of E*Value for recording.

Failure to complete **all** components of the Online Curriculum Requirements will result in an "Incomplete" or failing grade for this portion of the final core clerkship grade.

Required Clinical Experiences:

During your rotation, you will be required to be familiar with certain (30) diagnoses and several procedures. We have used the terms Essential Patient Encounters (EPE) and Essential Patient Procedures (EPP) to designate these conditions. Aware that you might not actually experience every condition, we have provided Complementary Cases (RObGyn/APGO Cases) to help you fulfill these requirements. These simulated cases may also be used as a review, or to prepare for encounters at your clinical site. Please note that each RObGyn Case will list references and formative questions pertaining to that diagnosis.

EPEs:

Access to APGO uWise Questions can be found here: [APGO uWise](#)
You can access the e-book here: [Obstetrics and Gynecology](#)

Essential Patient Encounters (EPEs)	Minimum Number	Complementary Cases	APGO uWise Questions	Beckman CRB, et al. Obstetrics and Gynecology. 7th ed., Philadelphia: Lippincott, Williams & Wilkins, 2014
Obstetrics				
1 - Antepartum Care	2	RObGyn #1	Unit 2, Chapter 10	Chapter 6
2 - Intrapartum Care	2	RObGyn #2	Unit 2, Chapter 11	Chapter 8
3 - Ectopic Pregnancy	1	RObGyn #3	Unit 2, Chapter 15	Chapter 19
4 - Spontaneous Abortion	1	RObGyn #4	Unit 2, Chapter 16	Chapter 19
5 - Postpartum Care / Hemorrhage	1	RObGyn #5	Unit 2, Chapter 13, 27, and 28	Chapter 11
6 - Pre-eclampsia - Eclampsia	1	RObGyn #6	Unit 2, Chapter 18	Chapter 22

Essential Patient Encounters (EPEs)	Minimum Number	Complementary Cases	APGO uWISE Questions	Beckman CRB, et al. Obstetrics and Gynecology. 7th ed., Philadelphia: Lippincott, Williams & Wilkins, 2014
7 - Third Trimester Bleeding	1	RObGyn #7	Unit 2, Chapter 23	Chapter 16
8 - Multiple Gestation	1	RObGyn #8	Unit 2, Chapter 20	Chapter 13
9 - Postterm Pregnancy	1	RObGyn #9	Unit 2, Chapter 30	Chapter 18
10 - Premature Rupture of Membranes	1	RObGyn #10	Unit 2, Chapter 25	Chapter 17
11 - Preterm Labor	1	RObGyn #11	Unit 2, Chapter 24	Chapter 15
12 - Abdominal Pain in Pregnancy	1	RObGyn #12	Unit 2, Chapter 17	Chapter 30
13 - Abnormal Labor	1	RObGyn #13	Unit 2, Chapter 22	Chapter 9
14 - Immediate Newborn Care	1	RObGyn #14	Unit 2, Chapter 12	Chapter 10
15 - Alloimmunization	1	RObGyn #15	Unit 2, Topic 19	Chapter 23
Essential Patient Encounters (EPEs)	Minimum Number	Complementary Cases	APGOu WISE Questions	Beckman CRB, et al. Obstetrics and Gynecology. 7th ed., Philadelphia: Lippincott, Williams & Wilkins, 2014
Gynecology				
16 - Amenorrhea	1	RObGyn #16	Unit 4, Chapter 43	Chapter 39
17 - Family Planning	1	RObGyn #17	Unit 3, Chapter 33	Chapter 26 and 27
18 - Chronic Pelvic Pain / Dysmenorrhea	1	RObGyn #18	Unit 3, Chapter 39	Chapter 32
19 - STI UTI	1	RObGyn #19	Unit 3, Chapter 36	Chapter 29
20 - Endometriosis	1	RObGyn #20	Unit 3, Chapter 38	Chapter 31
21 - Abnormal Uterine Bleeding	1	RObGyn #21	Unit 4, Chapter 45	Chapter 39
22 - Vaginitis	1	RObGyn #22	Unit 3, Chapter 35	Chapter 28
23 - Cervical Cancer	1	RObGyn #23	Unit 5, Chapter 52	Chapter 47

Essential Patient Encounters (EPEs)	Minimum Number	Complementary Cases	APGOu WISE Questions	Beckman CRB, et al. Obstetrics and Gynecology. 7th ed., Philadelphia: Lippincott, Williams & Wilkins, 2014
24 - Menopause	1	RObGyn #24	Unit 4, Chapter 47	Chapter 41
25 - Hirsutism & Virilization	1	RObGyn #25	Unit 4, Chapter 44	Chapter 40
26 - Infertility	1	RObGyn #26	Unit 4, Chapter 48	Chapter 42
27 - POP/Incontinence	1	RObGyn #27	Unit 3, Chapter 37	Chapter 30
28 - Breast Disease	1	RObGyn #28	Unit 3, Chapter 40	Chapter 33
29 - Leiomyoma and Neoplasia	1	RObGyn #29	Unit 5, Chapter 53	Chapter 48
30 - Endometrial Hyperplasia Neoplasm	1	RObGyn #30	Unit 5, Chapter 54	Chapter 49

EPPs:

Essential Patient Procedures (EPPs)	Minimum Number	Complementary Cases
Obstetrics		
1 - Antepartum Fetal Assessment	2	
2 - Perform fundal height measurement.	2	
3 - Auscultate fetal heart tones.	2	
4 - Write an admission history and physical for a labor patient.	2	
5 - Write admission orders for a labor patient.	2	
6 - Intrapartum Fetal Assessment	2	
7 - Interpret a fetal heart rate monitor pattern.	2	
8 - Participate in a normal spontaneous vaginal delivery.	2	
9 - Cesarean Section	2	Fliqz Video 23.
10 - Assign the APGAR score to a newborn.	1	
11 - Demonstrate and document an appropriate postpartum examination.	1	

Essential Patient Procedures (EPPs)	Minimum Number	Complementary Cases
Gynecology		
12 - Perform an adequate pelvic examination describing the uterine size, shape and position, as well as adnexal findings.	2	
13 - Perform an adequate Pap smear.	2	

Essential Patient Procedures (EPPs)	Minimum Number	Complementary Cases
14 - Perform an adequate breast examination and counsel on self-examination.	1	Breast Exam
15 - Perform and interpret KOH and normal saline wet mounts	1	Fliqz Video 17a. Fliqz Video 17b.
16 - Colposcopy & cervical Biopsy	1	Fliqz Video 27.
17 - Endometrial Biopsy	1	Fliqz Video 29.
18 - Pelvic Ultrasonography	1	Fliqz Video 30.
19 - Hysterectomy (Abdominal, Vaginal or LAVH)	1	Fliqz Video 21a. Fliqz Video 21b.
20 - Laparoscopic Procedure (Diagnostic, Operative or Interval Tubal)	1	Laprosopic Surgery
21 - D&C Hysteroscopy	1	
22 - Mammography	1	

Patient Logs:

Case Logger:

To meet the goals and objectives of the clinical core clerkship. This content needs to be update so it is more generic - and it applies IMF and fulfill the requirements of the educational experience outlined in the curriculum guidelines, RUSM clinical students are required by the university to maintain a log of patient encounters.

The web and mobile-based Case Logger helps students to quickly log real and simulated patient encounters, procedures and diagnoses, build on their clinical portfolio, monitor and track progress, and maintain a history of daily clinical activities.

Case Logger Guidelines:

1. All patient encounters must be logged including actual, simulated and standardized patients as well as online interactive cases.
2. All patient encounters should be logged within 24 hours of the date of interaction.
3. The number of days allowable for backlog is 14 days. The date of interaction automatically defaults to the current date. The system will not accept an interaction date of 10 days prior to the current date.
4. Report E*Value technical problems to the E*Value Administrator at E-ValueAdmin@RossU.edu.
For your reference: [Evalue Case Logs Guide.pdf](#)

Lecture Series:

Students receive many quality lectures at their specific clerkship site. We have listed the most common topics presented and the corresponding Learning Outcomes.

In the event that you miss a lecture or do not receive an extensive discussion of a particular topic, please use the Online Lecture to supplement your local lecture schedule. You may also consider each online presentation for increasing your depth and breadth of knowledge.

Week	Lecture Title/Content	Lecture Learning Outcomes - A student should be able to:	Ob-Gyn Lecture Series / APGO Lecture Video - (ALV)
1	Family Planning	1. Describe the mechanism of action and effectiveness of contraceptive methods 2. Counsel the patient regarding the	Family Planning - AVL #33

Week	Lecture Title/Content	Lecture Learning Outcomes - A student should be able to:	Ob-Gyn Lecture Series / APGO Lecture Video - (ALV)
		benefits, risks and use for each contraceptive method including emergency contraception	
		3. Describe barriers to effective contraceptive use and to reduction of unintended pregnancy 4. Describe the methods of male and female surgical sterilization 5. Explain the risks and benefits of female surgical sterilization procedures	
	Ectopic Pregnancy	1. Develop a differential diagnosis for bleeding and abdominal pain in the first trimester. 2. List risk factors for ectopic pregnancy. 3. Describe how an ectopic pregnancy is diagnosed. 4. Describe treatment options for patients with ectopic pregnancy.	Ectopic Pregnancy - AVL #15
	Maternal-Fetal Physiology	1. Describe the maternal physiologic and anatomic changes associated with pregnancy 2. Describe fetal and placental physiology 3. Interpret common diagnostic studies during pregnancy 4. Diagnose pregnancy 5. Determine gestational age 6. Assess risk factors for pregnancy complications, including screening for intimate partner violence 7. Describe appropriate diagnostic studies and their timing for a normal pregnancy 8. List the nutritional needs of pregnant women 9. Identify adverse effects of drugs and the environment on pregnancy	Maternal Fetal Physiology - AVL #8
	Antepartum Fetal Assessment	7. Perform a physical examination on obstetric patients 8. Discuss answers to commonly asked questions concerning pregnancy, labor and delivery 9. Describe approaches to assessing the following: <ul style="list-style-type: none"> • Fetal well-being • Fetal growth • Amniotic fluid volume • Fetal lung maturity 10. Describe the impact of pregnancy on medical problems and the impact of medical problems on pregnancy	Antepartum Care - AVL #10
2	STI & UTI	1. Describe the guidelines for STI screening and partner notification/treatment 2. Describe STI prevention strategies, including immunization 3. Describe the symptoms and physical exam findings associated with common	STI and UTI - AVL #36

Week	Lecture Title/Content	Lecture Learning Outcomes - A student should be able to:	Ob-Gyn Lecture Series / APGO Lecture Video - (ALV)
		<p>STIs</p> <ol style="list-style-type: none"> 4. Discuss the steps in the evaluation and management of common STIs including appropriate referral 5. Describe the pathophysiology of salpingitis and pelvic inflammatory disease 6. Describe the evaluation, diagnostic criteria and initial management of salpingitis/pelvic inflammatory disease 7. Identify possible long term sequelae of salpingitis/pelvic inflammatory disease 8. Describe the diagnosis and management of UTIs 	
	Cervical Disease & Cancer	<ol style="list-style-type: none"> 1. Describe the pathogenesis of cervical cancer 2. Identify the risk factors for cervical neoplasia and cancer 3. List the guidelines for cervical cancer screening 4. Describe the initial management of a patient with an abnormal Pap test 5. Describe the symptoms and physical findings of a patient with cervical cancer 	Cervical Disease and Neoplasia - AVL #52
	Intrapartum Care	<ol style="list-style-type: none"> 1. Differentiate between the signs and symptoms of true and false labor 2. Perform the initial assessment of the laboring patient 3. Describe the four stages of labor and recognize common abnormalities 4. Explain pain management approaches during labor 5. Describe methods of monitoring the mother and fetus 6. Describe the steps of a vaginal delivery 7. List indications for an operative delivery 8. Identify maternal risks specific to delivery in developing countries 	Intrapartum Care - AVL #11
	Abnormal Labor	<ol style="list-style-type: none"> 1. List abnormal labor patterns 2. Describe the causes and methods of evaluating abnormal labor patterns 3. Discuss fetal and maternal complications of abnormal labor 4. List indications and contraindications for oxytocin administration 5. Describe risks and benefits of trial of labor after Cesarean delivery 6. Discuss strategies for emergency management of breech presentation, shoulder dystocia and cord prolapse 	Abnormal Labor - AVL #22
3	Amenorrhea	<ol style="list-style-type: none"> 1. Define amenorrhea and oligomenorrhea 2. Explain the pathophysiology and identify the etiologies of amenorrhea and oligomenorrhea, including possible nutritional causes 3. Describe associated symptoms and 	Amenorrhea - AVL #43

Week	Lecture Title/Content	Lecture Learning Outcomes - A student should be able to:	Ob-Gyn Lecture Series / APGO Lecture Video - (ALV)
	Normal & Abnormal Bleeding	<p>physical examination findings of amenorrhea</p> <p>4. Discuss the steps in the evaluation and initial management of amenorrhea and oligomenorrhea</p> <p>5. Describe the consequences of untreated amenorrhea and oligomenorrhea</p> <p>1. Define the normal menstrual cycle and describe its endocrinology and physiology</p> <p>2. Define abnormal uterine bleeding</p> <p>3. Describe the pathophysiology and identify etiologies of abnormal uterine bleeding</p> <p>4. Describe the steps in the evaluation and initial management of abnormal uterine bleeding</p> <p>5. Summarize medical and surgical management options for patients with abnormal uterine bleeding</p>	Normal and Abnormal Bleeding - AVL #45
	Breast Disease	<p>1. List factors that place individuals at risk for breast disorders</p> <p>2. Describe symptoms and physical examination finding of benign or malignant conditions of the breast</p> <p>3. Demonstrate the performance of a clinical breast examination</p> <p>4. Discuss the steps in the evaluation of common breast complaints: mastalgia, mass, nipple discharge</p> <p>5. Discuss initial management options for benign and malignant conditions of the breast</p>	Disorders of the Breast - AVL #40
	PP Hemorrhage	<p>1. List the risk factors for postpartum hemorrhage</p> <p>2. Construct a differential diagnosis for immediate and delayed postpartum hemorrhage</p> <p>3. Develop an evaluation and management plan for the patient with postpartum hemorrhage including consideration of various resource settings</p>	PP Hemorrhage - AVL #27
	PP Infection	<p>1. List the risk factors for postpartum infection</p> <p>2. List common postpartum infections</p> <p>3. Develop an evaluation and management plan for the patient with postpartum infection</p>	PP Infection - AVL #28
4	Endometrial Hyperplasia	<p>1. List the risk factors for endometrial hyperplasia/cancer</p> <p>2. Describe the symptoms and physical findings with endometrial hyperplasia/cancer</p> <p>3. Outline the causes, diagnosis and management of postmenopausal bleeding</p>	Endometrial Hyperplasia - AVL # 54

Week	Lecture Title/Content	Lecture Learning Outcomes - A student should be able to:	Ob-Gyn Lecture Series / APGO Lecture Video - (ALV)
	Chronic Pelvic Pain	<ol style="list-style-type: none"> 1. Define chronic pelvic pain 2. Define the prevalence and common etiologies of chronic pelvic pain 3. Describe the symptoms and physical exam findings in a patient with chronic pelvic pain 4. Discuss evaluation and management options for chronic pelvic pain 5. Discuss the psychosocial issues associated with chronic pelvic pain 	Chronic Pelvic Pain - AVL #39
	Preterm Labor	<ol style="list-style-type: none"> 1. Identify the modifiable and non-modifiable risk factors and causes for preterm labor 2. Describe the signs and symptoms of preterm labor 3. Describe the initial management of preterm labor 4. List indications and contraindications of medications used in preterm labor 5. List the adverse outcomes associated with preterm birth 6. Describe the counseling for reducing preterm birth risk 	Preterm Labor - AVL #24
	Premature ROM	<ol style="list-style-type: none"> 1. List the history, physical findings and diagnostic methods to confirm rupture of the membranes 2. Identify risk factors for premature rupture of the membranes 3. Describe the risks and benefits of expectant management versus immediate delivery based on gestational age 4. Describe the methods to monitor maternal and fetal status during expectant management. 	Premature ROM - AVL #25
	Preeclampsia-Eclampsia	<ol style="list-style-type: none"> 1. Define the types of hypertension in pregnancy 2. Describe the pathophysiology of preeclampsia-eclampsia 3. List risk factors for preeclampsia 4. Recognize the signs and symptoms to diagnose preeclampsia-eclampsia 5. Explain the management of a patient with preeclampsia-eclampsia 6. List the maternal and fetal complications associated with preeclampsia-eclampsia 	Preeclampsia-Eclampsia - AVL #18
5	Infertility	<ol style="list-style-type: none"> 1. Define infertility 2. List the causes of male and female infertility 3. Describe the initial evaluation and management of the infertile couple 4. Describe the psychosocial issues associated with infertility 5. Describe management options for infertility 6. Describe ethical issues confronted by 	Infertility - AVL #48

Week	Lecture Title/Content	Lecture Learning Outcomes - A student should be able to:	Ob-Gyn Lecture Series / APGO Lecture Video - (ALV)
6	Endometriosis	<p>patients with infertility</p> <p>7. Identify the impact of genetic screening and testing on infertility associated treatments.</p> <ol style="list-style-type: none"> 1. Describe theories of the pathogenesis of endometriosis. 2. List the most common sites of endometriosis 3. Describe the symptoms and physical examination findings in a patient with endometriosis. 4. Describe the diagnosis and management options of endometriosis. 	Endometriosis - AVL#38 PP
	Menopause	<ol style="list-style-type: none"> 1. Define menopause and describe changes in the hypothalamic-pituitary-ovarian axis associated with perimenopause/menopause 2. Describe symptoms and physical exam findings related to perimenopause/menopause 3. Discuss management options for patients with perimenopause/menopausal symptoms 4. Counsel patients regarding the menopausal transition 5. Discuss long-term changes associated with menopause 	Menopause - AVL #47
	Multifetal Gestation	<ol style="list-style-type: none"> 1. List the risk factors for multifetal gestation 2. Describe embryology of multifetal gestation 3. Describe the unique maternal and fetal physiologic changes associated with multifetal gestation 4. Describe the diagnosis and management of multifetal gestation 5. Describe the potential maternal and fetal complications associated with multifetal gestation 	Multifetal Gestation - AVL #20
	Pelvic Floor Disorders	<ol style="list-style-type: none"> 1. Describe normal pelvic anatomy and pelvic support 2. List risk factors for pelvic floor disorders 3. Describe signs and symptoms of pelvic floor disorders 4. Differentiate the types of urinary incontinence 5. Discuss the steps in evaluation of pelvic floor disorders 6. Describe the anatomic changes associated with pelvic floor disorders 7. Describe non-surgical and surgical management options for pelvic floor disorders 	Pelvic Floor Disorders - AVL #37
	Ovarian Neoplasms	<ol style="list-style-type: none"> 1. Describe the initial management of a patient with an adnexal mass 	Ovarian Neoplasms - AVL #55

Week	Lecture Title/Content	Lecture Learning Outcomes - A student should be able to:	Ob-Gyn Lecture Series / APGO Lecture Video - (ALV)
		2. Compare the characteristics of functional cysts, benign ovarian neoplasms and ovarian cancers 3. List the risk factors and protective factors for ovarian cancer 4. Describe the symptoms and physical findings associated with ovarian cancer 5. Describe the three histological categories of ovarian neoplasms	
	Fetal Growth Abnormalities	1. Define macrosomia and fetal growth restriction 2. Describe etiologies of abnormal growth 3. List methods of detection for fetal growth abnormalities 4. Describe the management of fetal growth abnormalities 5. List the associated morbidity and mortality of fetal growth abnormalities	Fetal Growth Abnormalities - AVL #31

Assessment & Evaluations:

Assessment Overview:

Mid-Clerkship Review – see exhibit A.2

Clinical Clerkship Assessment of Medical Student Performance – see exhibit A.1

Self-Assessment:

Practice Questions (APGO uWise Practice Questions)

The APGO Undergraduate Web-Based Interactive Self-Evaluation (uWISE) is a 529-question interactive self-exam designed to help medical students acquire the necessary basic knowledge in obstetrics and gynecology, regardless of future medical specialty choice.

To access **uWISE v.2**, you must create a new account using your RUSM email address (@RossU.edu).

All students must create their own account with a username and password of their choice.

APGO uWISE also offers several Comprehensive Exams for you to consider.

Please use the following link to create your account and access the uWISE question bank.

- <http://www.apgo.org/student/167-uwise2.html>

**Please refer to the Essential Patient Encounters (EPEs) tab in the left sidebar for listing of APGO uWise questions. You are able to use the APGO uWISE site to review your knowledge of key concepts.*

Beckman Obstetrics and Gynecology Textbook Question Bank:

1. Call 1-800-468-1128 (or) email: techsupport@lww.com-Tech Support for Wolters Kluwer
(Note: All VitalSource e-textbooks can be added on one 12 digit access code)
2. Request a 12-Digit Access Code, please provide: Email & VitalSource Codes
3. Visit: <http://thepoint.lww.com/activate> with your designated 12 digit access code
4. Create/Register for an account with 'thePoint'
5. After logging-in, you will be redirected to a 'My Content Section'
6. Under the My Content Section, choose your e-book and select the 'student resources' hyperlink
7. Under Student Resources, Select the Assessment Interactive Student Question Bank



Exhibit A.1 - Clinical Clerkship Assessment of Medical Student Performance

**Ross University
School of Medicine**

**Office of Hospital Partnerships
and Compliance**
2300 SW 145th Ave, Suite 200
Miramar, FL 33027
Phone: 754-208-4590

Clinical Clerkship Assessment of Medical Student Performance

At the conclusion of the clerkship, the physician overseeing this medical student's performance must complete this form.

Please also provide comments or examples to support your assessment.

Student's Last Name: _____

Name of Clerkship: _____

Student's First Name: _____

Clerkship Duration (# of Weeks): _____

Start Date: _____ End Date: _____

Hospital: _____

CRN: _____

Student ID: @ _____

Term: _____

- I. Knowledge for Practice (KP):** (Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care)

	A	B	C	F
a. Demonstrate an investigatory and analytic approach to clinical situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence- based health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- II. Patient Care (PC):** (Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Compassionate and effective treatment of health problems and health promotion.)

	A	B	C	F
a. Gather essential and accurate information about patients and their condition through history- taking, physical examination, and the use of laboratory data, imaging, and other tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to- date scientific evidence, and clinical judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- III. Professionalism (P):** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

	A	B	C	F
a. Demonstrate compassion, integrity, privacy, and accountability to patients, society, and the profession with commitment to ethical principle, laws, policy and regulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Last Name: _____

First Name: _____

CRN: _____

- IV. Interpersonal and Communication Skills (ICS):** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

	A	B	C	F
a. Communicate effectively with patients, families, colleagues and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- V. Practice-Based Learning and Improvement (PBLI):** Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

	A	B	C	F
a. Identify strengths, deficiencies, and limits in one's knowledge, expertise and incorporate feedback in daily practice and performs learning activities to address the gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- VI. Systems-Based Practice (SBP):** Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

	A	B	C	F
a. Coordinate care and work effectively in various health care delivery settings and systems relevant to one's clinical specialty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- VII. Interprofessional Collaboration (IPC):** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care.

	A	B	C	F
a. Communicate and work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- VIII. Personal and Professional Development (PPD):** Demonstrate the qualities required to sustain lifelong personal and professional growth.

	A	B	C	F
a. Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors and healthy coping mechanism to stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Last Name: _____

First Name: _____

CRN: _____

Comments in this section are for the student **ONLY** and will not be included in the Medical Student Performance Evaluation (MSPE):

Comments in this section will be included in the Medical Student Performance Evaluation (MSPE):

Last Name: _____ First Name: _____ CRN: _____

Clerkship Director and/or
Preceptor Signature: _____

Must be signed on or after the
last day of the clerkship

Print Name of Clerkship Director and/or
Preceptor: _____

Title: _____

Hospital: _____

Telephone: _____

Address: _____

City, State: _____

Zip: _____

Within thirty days after completion of clerkship, return the form to: Office of Hospital and Partnerships and Compliance, Ross University School of Medicine, 2300 SW 145th Avenue, Suite 200, Miramar, FL 33027. Please retain a copy for Hospital records.

CREDIT IS AWARDED ONLY FOR ORIGINAL ASSESSMENT

STATEMENT OF CLERKSHIP DIRECTOR and/or DIRECTOR OF MEDICAL EDUCATION

I, _____ certify that above student has _____ weeks in _____

At _____ (PLEASE PRINT).

Original Signature

Print or type the Name of Clerkship Director and/or Director of Medical Education

Instructions for Completing the Clinical Clerkship Assessment of Medical Student

Performance

Effective for all clinical clerkships with a start date of January 1st, 2017

Grading Policy

<p>You are asked to evaluate the student on measures. ¹</p> <p>I. <u>Knowledge for Practice (KP)</u></p> <p>II. <u>Patient Care (PC)</u></p> <p>III. <u>Professionalism (P)</u></p> <p>IV. <u>Interpersonal and Communication Skills (ICS)</u></p> <p>V. <u>Practice-Based Learning and Improvement (PBLI)</u></p> <p>VI. <u>Systems-Based Practice (SBP)</u></p> <p>VII. <u>Interprofessional Collaboration (IPC)</u></p> <p>VIII. <u>Personal and Professional Development (PPD)</u></p>	<p>The final grade will be calculated as follows:</p> <ul style="list-style-type: none">• A, (Honor) = 4 points• B, B+(High Pass) = 3 points• C, C+ (Pass) = 2 points• Each F (Fail) is given 0 points <ul style="list-style-type: none">▪ Please mark the chosen grade box.▪ Do not check more than one grade box per measure.▪ Do not check in between grade value boxes.▪ Evaluations must be submitted to RUSM no later than 30 days after the conclusion of the clerkship.
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For clerkships with direct patient contact, the points (40 maximum) will be added and the total divided by 10.

For clerkships which do **not** entail direct patient contact (e.g. pathology, radiology), the two ratings on II (Patient Care) and the two ratings on VIII (Interpersonal Collaboration) may remain ungraded. Calculation of the final grade will be determined using a modified denominator.

The student's final Clinical Clerkship Assessment of Medical Student Performance grade will be as follows:

A = 3.70 – 4.00
B+ = 3.30 – 3.69
B = 2.70 – 3.29
C+ = 2.30 – 2.69
C = 1.70 – 2.29
F = < 1.70


Any student who receives TWO (2) or more F's on the Clinical Clerkship Assessment of Medical Student Performance evaluation will fail their rotation regardless of the point calculation and must repeat the rotation. If you have questions related to performance, please contact the Associate Dean's Office for Academic and Student Operations and Affairs at Clinical@RossU.edu.

Comments

Clerkship Directors / Preceptors are encouraged to make formative comments by providing specific examples of skills / behaviors in Student Feedback Section ONLY. Specific examples of exemplary skills/behaviors should be entered in MSPE section.

Exhibit A.2 - Mid-Clerkship Review

Ross University School of Medicine	Office of Medical Education 2300 SW 145 th Ave, Suite 200 Miramar, FL 33027 Phone: 754-208-4590
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ROSS UNIVERSITY
 SCHOOL OF MEDICINE

Mid-Clerkship Student Progress (Formative Assessment)

In case of any concerns or queries please contact: Clinical@RossU.edu

The physician overseeing the medical student's clerkship must complete this formative assessment form. Please also provide comments or examples to support your assessment.

Date & Time: _____

Student's Last Name: _____ **Name of Clerkship:** _____

Student's First Name: _____ **Clerkship Duration (# of Weeks):** _____

Hospital: _____

For ROSS Official Use

CRN: _____ **Student ID: @** _____
Term: _____

Review of Clinical Experience

Patient Care: The Student provides patient care that is compassionate, appropriate and effective.

Exceeds Expectations	Meets Expectations	Needs Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal and Communication Skills: The Student communicates effectively with patients, families and the healthcare team.

Exceeds Expectations	Meets Expectations	Needs Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Medical Knowledge: The Student demonstrates knowledge of established and evolving biomedical, clinical and social sciences.

Exceeds Expectations	Meets Expectations	Needs Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professionalism: The Students demonstrates a commitment to carrying out professional responsibilities, and to be responsive.

Exceeds Expectations	Meets Expectations	Needs Improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please fill this part with feedback to the student:

List this Students' Strengths	List this Students' Areas of Improvement
1.	1.
2.	2.
3.	3.

Action Plan (If required):

 Student Signature

 Preceptor or clerkship director Signature