Essential Information for Residents who Teach Medical Students at UWSMPH

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University of Wisconsin
School of Medicine and Public Health
Department of Obstetrics and Gynecology

http://www.med.wisc.edu/education/md/curriculum/years-3-4/clerkships/ob-gyn/residents-as-teachers/31715
Residents in the Department of Obstetrics and Gynecology play a key role in the education of medical students. You are teaching students who have spent the last two years buried in books and now transferring that knowledge to patient care. Along with that responsibility is an understanding of what is expected of you as a teacher and trying to make sense of all the policies surrounding medical student education. No small task. This document is meant as a quick resource of these policies and to help you understand the overall clerkship curriculum.

**CURRICULUM and ASSESSMENT**

**Clerkship Organization**

The OB/GYN Clerkship is a 4-week mix of outpatient, labor and delivery, and gynecologic surgery. Students spend a third of their time on each service, typically scheduled in consecutive days.

**Clerkship Goals**

The following goals are reviewed on the OB/GYN Clerkship Orientation Video located in the UWSMPH Video Library and posted on Learn@UW. Students are expected to view the video prior to Day 1 of the Clerkship.

**Knowledge for Practice**

1. Demonstrate knowledge of the physiology of the female pelvic anatomy with an emphasis on reproductive development and changes in endocrinology across a woman’s lifespan.
2. Acquire a comprehensive understanding of primary and preventive care for women across the lifespan with appropriate screening tests, exams, and treatments at each stage.
3. Develop an evidenced-based understanding of the pathophysiology of conditions and common disorders that affect women, tests to diagnose, and the appropriate management options for these conditions.
4. Describe the course of a normal pregnancy and effective healthcare during pregnancy to ensure the health of the mother and fetus.
5. Discuss the proper management of labor and delivery and the management of common medical complications that occur during and after pregnancy.
6. Recognize common obstetric and gynecological surgical procedures in terms of patient selection, pre-operative concerns, and the risks and benefits for each procedure.

**Problem Solving and Clinical Skills/Patient Care**

1. Take an effective history and physical, develop a differential diagnosis, and develop a management plan for common disorders and conditions.
2. Provide appropriate assistance in the OR for gynecological surgeries and C-sections.
3. Evaluate surgical patients pre-operatively and post-operatively in terms of common complications and explain proper management of these complications.
4. Discuss how to provide non-directive counseling to patients regarding pregnancy options and various methods of contraception with their benefits and risks.
5. Assess the health of the mother and fetus health during pregnancy and labor and demonstrate the proper technique for delivering the baby.

**Lifelong Learning / Practice Based Learning and Improvement**

1. Use evidence-based resources to better understand the condition and treatment of patients under your care.
2. Improve performance based on instructional feedback from the faculty, residents, and healthcare.
3. Reflect on your performance as a medical student and identify individual learning goals to accelerate your development as a physician.

**Systems Based Practice**

1. Know and utilize hospital and community resources to support quality patient care.
2. Describe how multiple systems – hospitals, insurance carriers, government agencies - intersect in the clinical setting to impact patient care.
3. Identify the major public health issues impacting women's health care today.
4. Recognize the effect social and cultural factors have on the provision of quality patient care.
5. Demonstrate the ability to be an effective team member by assuming an appropriate role in any clinical situation in order to support quality patient care.

**Interpersonal and Communication Skills**

1. Contribute to effective teamwork by communicating with the healthcare team in a timely, thorough, and accurate manner.
2. Document patient information with logically organized, concise, accurate written notes.
3. Develop patient-centered communication skills to effectively convey healthcare information to patients.
4. Use a respectful non-aggressive manner in counseling patients regarding lifestyle choices that contribute to optimal health.

**Professionalism**

1. Accomplish tasks in a way that demonstrates that patient well-being is always paramount.
2. Demonstrate professionalism by interacting respectfully with the healthcare team, patients and families regardless of differing beliefs, culture or status.
3. In developing management plans for patients consider the physical, emotional, social and financial costs that the condition and its treatment impose on the patient.
4. Take responsibility for accomplishing assigned tasks in an effective and punctual manner.
5. Demonstrate trustworthiness by maintaining patient confidentiality at all times.

**Clerkship Experience Requirements**

The purpose of the clerkship experience requirements is to familiarize students with the core competencies of obstetrical and gynecologic care. It is not a check-off exercise required for passing. Recognizing and beginning to master these skills will better prepare students for high stakes exams like YEPSA and Step II, and also help prepare for residency.

During the mid-rotation meeting (typically 2nd-3rd week), the clerkship coordinator will check the status of each student’s progress and remind students to contact the coordinator if they have concerns about not meeting one or more of the requirements. At that point, schedules may be altered to meet the requirements and/or alternative experiences will be assigned.

1. Bimanual pelvic exam
   During this rotation, under supervision, you will perform a bimanual pelvic exam as part of a well woman exam.

2. Cervical cultures
   During this rotation, under supervision, you will perform cervical cultures as part of a well woman exam.

3. Cervical dysplasia
   During this rotation, under supervision, you will evaluate a patient with cervical dysplasia through history, exam or presentation (written or oral).

4. Cesarean delivery
   Under supervision you will participate in a cesarean delivery.

5. First Trimester Bleeding
   During this rotation, under supervision, you will evaluate a patient with first trimester bleeding through history, exam or presentation (written or oral).

6. Hysterectomy
   Under supervision you will participate in a hysterectomy.
7. Laparoscopic abdominal/pelvic surgery
Under supervision you will participate in a laparoscopic abdominal/pelvic surgical case.

8. Manual breast exam
During this rotation, under supervision, you will perform a manual breast exam as part of a well woman exam

9. Menopause
During this rotation, under supervision, you will evaluate a patient with menopause through history, exam or presentation (written or oral).

10. Menstrual abnormalities
During this rotation, under supervision, you will evaluate a patient with menstrual abnormalities through history, exam or presentation (written or oral).

11. Prenatal Care
Participate in providing office based prenatal care (observe, participate, not manage)

12. Normal spontaneous vaginal delivery
Under supervision you will participate in a normal labor and spontaneous vaginal delivery (observe, participate, not manage)

13. Pap smear
During this rotation, under supervision, you will perform a pap smear as part of a well woman exam.

14. Sexually transmitted disease
During this rotation, under supervision, you will evaluate a patient with a sexually transmitted disease through history, exam or presentation (written or oral).

15. Speculum exam
During this rotation, under supervision, you will perform a speculum exam as part of a well woman exam

16. Observe breaking bad news
During this rotation, you will observe and take part as the team under supervision in breaking bad news to a patient; example: abnormal pap smear, pregnancy loss, review of a positive pathology report.

17. Approach to the female patient
During this rotation students will learn to conduct a thorough history and physical exam in a manner that enhances the patient’s healthcare and demonstrates appropriate sensitivity and respect.

18. Assessment of the laboring patient
Medical students on the clerkship will monitor patient labor progress and report their assessment to their supervising resident/faculty.

19. Intrapartum fetal surveillance
During this rotation, under supervision, you will monitor patients under fetal surveillance and interpret intrapartum electronic fetal heart rate monitoring.

Feedback/Evaluation
Students need timely feedback from residents and faculty so that they have an opportunity to improve their performance before leaving the service. If a student has performance issues, residents need to communicate these problems directly to the student. It is not right for a student to learn about performance problems on the final evaluation after it is too late for them to make improvements. Report serious student performance issues immediately to the clerkship director.
**Final evaluation:** The senior resident or attending will receive an email link to the final performance evaluation on OASIS. This is a team evaluation and it is the senior resident/attending’s responsibility to ensure that performance feedback is gathered from the entire team before the evaluation is completed.

For evaluation in clinic, the site coordinator will add the evaluator—attending who has worked with the student at least 3 half days—directly into OASIS.

**Important Points to Consider about Evaluation**

1. The Ob/Gyn clerkship follows the UWSMPH Educational Policy Council directive on grade distribution, which states “no more than 50% of the students will receive A or ABs, with no more than 30% receiving As.”

2. Please use discretion when giving “Advanced” evaluation marks, which should be given only when the student has demonstrated excellent performance in the top 20% of students. Inappropriate use of “Advanced” marks drives grade inflation.

3. After a student’s clinical grades for each rotation are averaged, their final clinical grade is determined in the following way:
   - There are 10 clinical performance categories and the number of “Advanced” marks determines a student’s final clinical grade (55% of the final clerkship grade).
   - 7 Advanced marks out of 10 = A
   - 5-6 Advanced marks out of 10 = AB
   - 0-4 Advanced marks = B

4. Written comments: Always provide written, summative comments. Examples of specific demonstrated skills are particularly helpful. Positive comments should be written in the area that is included in the Medical Student Performance Evaluation (MSPE). Constructive feedback should be written in the next section of the evaluation, where the comments are not included in the MSPE and meant for the student only.

5. Use objective language that describes a student’s observable behavior. Do not make assumptions about a student’s attitude.
   - Not acceptable: The student did not seem to care.
   - Acceptable: The student was not fully engaged in daily activities, was often difficult to find, and when present was reluctant to take advantage of opportunities to perform clinical duties.

6. Be sure the written comments and the verbal feedback you give to a student are compatible with your evaluation marks—Advanced, Competent, Needs Improvement.
   - Advanced: If your comment is “This is an outstanding student and one of the best students I have seen this year,” then this is an “A” student. There should be at least 7 ‘Advanced’ marks on the evaluation, which would equal an A.
   - Competent: “This student shows consistent effort, is always prepared and has a good medical knowledge base.” In this case you would expect to see 4 or fewer ‘Advanced’ marks, and primarily ‘Competent’ marks, which equals a clinical grade of B.
   - Needs Improvement: This evaluation mark should be used very sparingly. Virtually every student needs improvement in some area or another. This mark is only meant for those students who are struggling, not making progress, or are considerably behind their peers. If you check this box, always provide constructive comments about the problem.

7. **Final Grade Calculation**
   - Clinical Grade = 55% of the final grade
   - Shelf Exam = 40%
   - Professionalism = 5%
Professionalism concerns issues of professionalism not directly related to clinical performance (e.g. attendance at didactics, punctuality, timely submission of assignments, grooming, inter-actions with clerkship and department staff and unexcused absences). We expect the majority of students will receive the full 5% for professionalism. Points will deducted if behavior continues after warning. The exception to this is in the case of serious infractions such as an unexcused absence, disrespectful treatment of clerkship and department staff, or some other major lapse in professionalism.

Report professionalism issues to the site director/coordinator for final consideration of point deductions.

Please contact Janet Short with all clerkship evaluation questions. jmshort@wisc.edu

LOGISTICS

Contacts
Amanda Radke, Clerkship Coordinator, 414-219-5004, Amanda.radke@aurora.org.
Amy Borkowski, CNM, Assistant Clerkship Director, 414-219-5004 amy.borkowski@aurora.org
Nicole Salvo, MD, Clerkship Director, 414-219-5004, Nicole.salvo@aurora.org

For individual student schedules and weekly didactics, please contact Amanda Radke.

Recommended Textbooks

- Tamara Callahan, Aaron B. Caughey, *Blueprints Obstetrics & Gynecology*.

Orientation

**BEFORE DAY ONE:** Students are expected to review the following orientation videos stored in the UWSMPH Video Library.
1. Basics of Labor & Delivery
2. Well Woman Exam
3. FHT Assessment
4. OB/GYN Clerkship Review: Nuts & Bolts (covers grading/evaluation, assignments, educational experience requirements, etc.)
5. If first surgical clerkship, review OR Protocols and Orientation video and Gowning and Gloving protocol found in Learn@UW.

**DAY ONE:** Student orientation is held on the first Monday of the rotation, 7:30-12 p.m. and covers the following:
1. Normal delivery simulation
2. Well woman exam simulation
3. Clinical schedules/expectations and site logistics (i.e., badging, scrubs)
4. Computer Network and Epic Orientation

Weekly Education
Friday AMs are scheduled for education sessions. Schedules will be emailed on Monday prior to the session. Night Float students attend until 9 a.m.
Student Presentations

- Physiology of Pregnancy
  - During week 2 of Friday Morning Education, each student will present one or more system/s describing the normal physiology of pregnancy. The presentation should be prepared in an outline format, no longer than one page per system. Each student will have 10-15 minutes for presentation of their topic/s and discussion.
  - Physiology Topics
    - Cardiovascular/Hematologic
    - Pulmonary
    - Gastrointestinal
    - Renal
    - Endocrine
    - Immunologic
    - Musculoskeletal/Breast
    - Dermatologic/Ophthalmologic

- OB/GYN Presentations
  - Each student will be assigned one or two topics for their presentation. Presentations will be done during Friday Morning Education sessions during weeks 3 and 4. Presentations should be in Power Point or other presentation type format and last approximately 30 minutes/topic for the presentation, case study and review questions. Refer to the APGO site for specific cases to present.
  - Case Topics
    - #15 Ectopic Pregnancy / #16 Spontaneous Abortion
    - #23 Third Trimester Bleeding
    - #38 Endometriosis
    - #36 STIs and UTIs
    - #40 Disorders of The Breast
    - #47 Menopause
    - #53 Uterine Leiomyomas / #54 Endometrial Cancer

APGO uWise Cases and Videos/Presentations
Students are assigned 23 cases from the APGO uWise databank. They are expected to view the videos and complete the associated quiz by the end of the rotation. Students are each assigned one of these cases to present during weekly case discussions. In addition, they must complete the uWise Comprehensive 1 exam (50-question exam) by the end of the rotation.

Additional Readings
Students are encouraged to apply for a free ACOG membership for access to Practice Bulletins and Committee Opinions. A large number of these are already located on Learn&UW for easy access.

Other Didactics
Students attend M&M, Grand Rounds, and Journal Club.

Mid-Rotation, Clerkship Evaluation Meeting and Exit Interviews
A Mid-Rotation evaluation is done with the student’s clerkship mentor during the 2nd or 3rd week during the rotation. Medical students meet with Dr. John Brill and/or Kristin Rivera for a one-half hour clerkship evaluation meeting at the beginning and end of the rotation.

POLICIES

Absences
Students must obtain prior approval from the clerkship director for all planned, excused absences from clerkship activities. Excused absences include death in the family, religious holidays, serious personal illness, illness of a spouse,
domestic partner or dependent child, and professional meeting attendance if presenting research or serving as a delegate representing UWSMPH. Make up time may be required.

If a student is ill, students must notify the senior resident on the team and the clerkship coordinator.

Students are advised to schedule doctor/dentist appointments that do not conflict with examination schedules, surgical procedures, morning rounds, or other important group teaching sessions. Excused time is in the range of 1-2 hours. Students must notify the resident and clerkship coordinator for these events.

**Weather and Safety Emergencies**

Medical students participating in patient care activities are considered non-essential workers in cases of public safety emergencies. Weather emergencies fall into this category.

When there is a weather emergency (defined by the National Weather Service) declared in a Wisconsin county or municipality where students are participating in clerkship activities, students who need to drive to the clerkship site should be excused from the clerkship until the weather emergency is over. Local school closures alone do not necessarily mean students should be excused, particularly if they do not have to drive to the clinical site.

If the UW-Madison campus is declared closed due to a weather emergency, all UW students - including medical students on clerkships statewide - are excused from on-site clerkship activities. However, students are strongly encouraged to report to the site if:

1) The site is located in a county or municipality included in the weather emergency but they do not need to drive to the site; or
2) There is no weather emergency in the county or municipality where their clerkship is located.

If a student has a concern regarding their safety in traveling to their clinical site and they will be late or unable to report for their clinical duties, they must communicate with their site clerkship coordinator and their clinical team.

**Holiday Schedule**

Students are not required to work during the following holidays: Labor Day, Thanksgiving (Wed after 5:00 pm through Sunday), Martin Luther King Day, and Memorial Day.

**Dismissal on Core Days**

Students are excused from their rotations during three scheduled Core Days per year.

Students are excused at 2:00 p.m. before a Core Day. They should resume their normal schedules by Saturday noon or call Saturday night.

**Work Hour Policy**

The UWSMPH Clerkship Curriculum Committee developed a policy regarding the amount of time students spend in required activities, including the total required hours spent in clinical and educational activities during clinical rotations.

The Committee resolved to base the medical student work hour policy on the ACGME general guidelines. All clerkships must be committed to and be responsible for promoting patient safety and medical student well-being and provide a supportive educational environment. Clerkships must ensure that faculty provides appropriate supervision of medical students in patient care activities.
ACGME: Duty hours are defined as all clinical and academic activities related to the program; i.e., patient care (both inpatient and outpatient), administrative duties relative to patient care, the provision for transfer of patient care, time spent inhouse during call activities, and scheduled activities, such as conferences. Duty hours do not include reading and preparation time spent away from the duty site.

If students are scheduled for a 12 or 24 hour call, hours are counted for in-house stay only. Students should check with the site coordinator if they are uncertain whether they should report for clinical duty the day following call to avoid any duty shift exceeding 24 hours.

UWSMPH Clerkship Duty Policy
1. Duty hours must be limited to 80 hours per week, averaged over a four-week period, inclusive of all in-house call activities.
2. No duty shift shall exceed 24 hours.
3. Students are required to have at least one 24-hour period off per week on average.
All students are advised to report overages to the designated clerkship administrator, or the Associate Dean of Students, or the Ombudsperson.

Our commitment to providing equal access
The University of Wisconsin-Madison and School of Medicine and Public Health (SMPH) support the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with documented disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility.

Contacting SMPH for access to accommodations
To ensure access to any SMPH course, clerkship or program, please contact SMPH Student Services at 608-263-4920 to schedule an appointment and engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. SMPH also works with McBurney Disability Resource Center (mcburney@studentlife.wisc.edu, 608/263-2741). Accommodations are not provided retroactively.

Forms and process for requesting accommodations
The SMPH Request for Accommodations, and Instructions for Requesting Accommodations, are found in OASIS>General Information>Forms & Instructions>Accommodations Request Form & Instructions. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.
GENERAL EXPECTATIONS

Teaching Expectations
Attachment 2: Teaching Tips for Residents (UW-Dept. of Surgery).

Professional Expectations
Attachment 3: Guidelines for Optimal Resident Interactions, Stanford School of Medicine.