

OB-GYN CLERKSHIP OBJECTIVES	ACGME Competency*					
	PC	MK	PBLI	ICS	P	SBP
1. Develop competence in the medical interview and physical examination of women and incorporate ethical, social, and diversity perspectives to provide culturally competent health care.	X	X		X	X	X
2. Apply recommended prevention strategies to women throughout the life-span.	X	X	X	X	X	X
3. Recognize his/her role as a leader and advocate for women.	X	X	X	X	X	X
4. Demonstrate knowledge of preconception care including the impact of genetics, medical conditions and environmental factors on maternal health and fetal development.	X	X	X	X	X	X
5. Explain the normal physiologic changes of pregnancy including interpretation of common diagnostic studies.	X	X	X	X	X	X
6. Describe common problems in obstetrics.	X	X	X	X	X	
7. Demonstrate knowledge of intrapartum care.	X	X	X	X		X
8. Demonstrate knowledge of postpartum care of the mother and newborn.	X	X	X	X		X
9. Describe menstrual cycle physiology, discuss puberty and menopause and explain normal and abnormal bleeding.	X	X	X	X		
10. Describe the etiology and evaluation of infertility.	X	X	X	X	X	X
11. Develop a thorough understanding of contraception, including sterilization and abortion.	X	X	X	X	X	X
12. Demonstrate knowledge of common benign gynecological conditions.	X	X	X	X		
13. Formulate a differential diagnosis of the acute abdomen and chronic pelvic pain.	X	X	X	X		X
14. Describe common breast conditions and outline the evaluation of breast complaints.	X	X	X	X		X
15. Demonstrate knowledge of perioperative care and familiarity with gynecological procedures.	X	X	X	X		X
16. Describe gynecological malignancies including risk factors, signs and symptoms and initial evaluation.	X	X	X	X		X
17. Provide a preliminary assessment of patients with sexual concerns.	X	X	X		X	X

* PC = Patient Care, MK = Medical Knowledge, PBLI = Practice-based Learning & Improvement, ICS = Interpersonal & Communication Skills, P = Professionalism, SBP = Systems-based Practice

OBSTETRICS AND GYNECOLOGY

Patient Type/ Clinical Condition	Procedures/Skills	Clinical Setting	Level of Student Responsibility
Labor and delivery: <u>Examples:</u> labor abnormalities (term), labor: evaluation and management, placenta previa, preterm labor/PROM, abruptio placenta, chorioamnionitis, diabetes mellitus, vaginal delivery: operative (forceps, vacuum), vaginal delivery: spontaneous, cerclage placement or removal, cesarean delivery, FHTs (find) and/or interpret fetal tracing, episiotomy or perineal/vaginal laceration repair, pregnancy termination: D&C or D&E	History/Data Collection, Physical Examination, Clinical Reasoning Obstetric deliveries	Inpatient	Observe
Intrapartum care: <u>Examples:</u> intrapartum procedures (amniotomy, EASI, FSE, IUPC, etc.), Cervical exam: labor, Ultrasound: OB	History/Data Collection, Physical Examination, Clinical Reasoning	Inpatient	Observe
Prenatal visit: <u>Examples:</u> Abnormal pregnancy/miscarriage, Hypertension, Genetic counseling, N/V, Hyperemesis, Preterm labor/PROM, Prenatal care (FHT, fundal height, etc), Prenatal counseling (nutrition, exercise, med exposure, immunizations, breast feeding, etc.)	History/Data Collection, Physical Examination, Clinical Reasoning	Outpatient	Primary
Post op GYN: <u>Examples:</u> wound care: debridement, dressing changes	History/Data Collection, Physical Examination, Clinical Reasoning	Inpatient	Assist
Ambulatory GYN problems: <u>Examples:</u> abnormal pap smear, abnormal uterine bleeding, amenorrhea, endometriosis, gyn cancer, gyn preventive care, incontinence (urinary, fecal): outpatient evaluation, infertility, leiomyomata (fibroids), menopause, puberty (disorders), sexual dysfunction, complete pelvic exam (speculum, pap, bimanual), colposcopy +/- biopsy, history and exam: gyn, IUD insertion or removal, STD prevention counseling, STD screening (cultures), vulvar or vaginal biopsy, HPV/condyloma treatment.	History/Data Collection, Physical Examination, Clinical Reasoning	Outpatient or Emergency	Primary

Breast exam: <u>Examples:</u> breast disorders, gyn preventive care, Breast exam and counsel on self-exam	History/Data Collection, Physical Examination, Clinical Reasoning	Outpatient	Assist
Pelvic exam: <u>Examples:</u> gyn cancer, gyn preventive care, incontinence (urinary, fecal): outpatient evaluation, infertility, abnormal uterine bleeding, pelvic exam (speculum, bimanual, exam under anesthesia)	History/Data Collection, Physical Examination, Clinical Reasoning Pelvic exam/Pap smear	Inpatient, Outpatient, or Emergency	Assist
Assess Gestational Age: <u>Examples:</u> labor: evaluation and management, N/V, hyperemesis, placenta previa, preterm labor/PROM, triage evaluation of obstetrics patient	History/Data Collection, Physical Examination, Clinical Reasoning	Inpatient, Outpatient, or Emergency	Assist
Vaginal delivery: <u>Examples:</u> hypertension, intrapartum care, labor abnormalities (term), labor: evaluation and management, preterm labor/prom, vaginal delivery: operative (forceps, vacuum), vaginal delivery: spontaneous	History/Data Collection, Physical Examination, Clinical Reasoning Obstetric deliveries	Inpatient	Observe
Find FHTs/Interpret fetal tracing: <u>Examples:</u> intrapartum care, labor abnormalities (term), preterm labor/prom, triage evaluation of obstetrics patient	History/Data Collection, Physical Examination, Clinical Reasoning	Inpatient, Outpatient, or Emergency	Observe
Contraceptive Counseling: <u>Examples:</u> gyn preventive care	History/Data Collection, Physical Examination, Clinical Reasoning	Inpatient or Outpatient	
Dx & Manage Vulvovaginal symptoms: <u>Examples:</u> vulvovaginitis, vulvar abnormalities, vulvar or vaginal biopsy, complete pelvic exam (speculum, pap, bimanual), wet prep of vaginal discharge	History/Data Collection, Physical Examination, Clinical Reasoning Perform ad interpret wet mount	Inpatient, Outpatient, or Emergency	Assist

Evaluation Form

Printed on Dec 03, 2020

Student Clerkship Form

Evaluator: _____

Evaluation of: _____

Date: _____

Below you will find a PDF with links to all the respective Clerkship Objective pages. Please review these objectives before evaluating a student. By completing this form you are affirming your familiarity with those objectives

Yes	No	Uncertain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Overall grade: Based on your observation and experience should this student receive a passing grade?*

Comments:

Poor fund of knowledge; limited ability to apply clinically.	Limited fund of knowledge; can apply clinically; has potential for improvement.	Solid fund of knowledge; applies readily to clinical problems.	Outstanding fund of knowledge; superior, advanced skills applied to complex problems.	Not observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Application of Basic Science Fund of Knowledge to Clinical Setting*

Comments:

Disorganized, incomplete, lacks focus.	Organized; obtains basic history but points often missed including pertinent (+) & (-) ROS.	Organized, usually complete including pertinent ROS; but often with extraneous information.	Excellent skills; thorough yet succinct and focused history.	Not observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Interviewing Skills*

Comments:

Direct observation and presentations	Presentations alone
<input type="checkbox"/>	<input type="checkbox"/>

4. Your assessment of this student's interviewing skills are based on:*

5. Physical Exam Skills (or mental status exam)*

Omits critical parts of the exam and/or deficient exam skills.	Generally complete but often misses significant abnormal findings.	Complete; usually recognizes abnormal findings.	Thorough and accurate; focused relative to the history.	Not observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

6. Your assessment of this student's physical exam (or mental status exam) skills are based on:^{*}

Direct observation and presentations	Presentations alone
<input type="checkbox"/>	<input type="checkbox"/>

7. Presentation Skills (Formal presentation and during rounds/clinic)*

Disorganized/incomplete; by end, listeners uncertain of primary clinical problem/recent even	Generally complete; may lack organization/fail to highlight abnormal findings.	Presentations organized, logical; highlights abnormal findings; requires some assistance.	Consistently organized, logical, complete; preparation does not require assistance.	Not observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

8. Was presentation performance significantly hampered by anxiety and/or awkwardness?^{*}

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

9. Assessment, Formulation and Clinical Application Skills*

Usually unable to formulate an assessment of basic medical problems.	Usually handles major problem; may not integrate all aspects; suggests elemental understandi	Formulates assessment of major problem; may have trouble identifying/prioritizing multiple p	Consistently able to formulate assessment of basic problems; also can prioritize multiple pr	Not observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Evaluation Form - MedHub

	Not regularly involved in ward/clinic management.	Involved in ward/clinic duties but usually passive; follows direction of others.	Active team member; takes significant responsibility for patient management.	Takes patient responsibility; comfortably evaluates/manages multiple patients.	Not observed
10. Ward/Clinic/Other Assigned Duties (orders, follow-up of tests)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Struggles with procedural skills; no effort to improve.	Adequate skills for simple procedures; makes effort and is improving.	Competent basic procedural skills. Improving advanced skills.	Adept procedural skills both basic and advanced.	Not observed
11. Procedural Skills*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Incomplete or erroneous	Includes basic information; rarely analyzes new data/ impact on patient management.	Accurate data included with ongoing assessments of basic problems.	Accurate, thorough, and succinct (intern level).	No interaction
12. Record Keeping (Initial Work Up, Interval/Progress Notes)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PROFESSIONAL ATTRIBUTES	Unreliable, often absent or late; commitment uncertain.	Fulfils basic responsibilities; little dedication or commitment to patient care.	Dependable team player and deliverer of patient care.	Dependable; highly committed to and enjoys clinical care.	Not observed
13. Dependability*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	No insight into weaknesses; rejects feedback; no behavior change.	Defensive response but does lead to change.	Mature response to feedback; strives for improvement.	Mature response; regularly seeks feedback and ways to improve.	Not observed
14. Response to feedback*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Evaluation Form - MedHub

	Insensitive to their needs, feelings, values.	Often uncomfortable with this type of interaction.	Interacts smoothly and effectively.	Interactions smooth/effective; extremely compassionate and respectful.	Not observed
15. Interactions with patients/families*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	Avoids interactions; little respect for others' contributions.	Occasional difficulty interacting with others.	Interacts well with other team members.	Interacts well; seeks contributions of other team members.	Not observed
16. Interactions with other members of health care team*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	1 Week	2 Weeks	3 Weeks	4 or More Weeks
	1	2	3	4
17. Contact Weeks with student *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1-10 Hours per week	11-20 Hours per week	21-30 Hours per week	More than 30 Hours per week
	1	2	3	4
18. Contact Hours with student*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Honors

Honors

The UAB SOM recommends an Honors grade be given only to students with superior or outstanding achievement in all evaluable competencies (clinical skills, fund of knowledge, systems-based practice, practice-based learning, interpersonal and communication skills, and professionalism). This level of achievement would be expected from the top 20% of the class.

	Yes	No	N/A	
19. After reading the description above would you like to recommend a grade of Honors for this student's clinical performance ??*	<input type="checkbox"/> You will be asked to give a quick narrative description of the characteristics that put this student in the top 20% of students at their level of training	<input type="checkbox"/>	<input type="checkbox"/> I did not spend enough time with this student to make this determination	

Comments:

20. To the best of your knowledge have you ever provided psychiatric/psychological counseling or other health services to this student?**

- No
 Yes

Comments:

21. COMMENTS (for possible inclusion in clerkship summary evaluation and/or Dean's letter): *

22. FORMATIVE COMMENTS (for use as guidance for professional development and will NOT be included in summary or Dean's Letter):
