Obstetrics and Gynecology
Virtual Curriculum Manual

Obstetrics and Gynecology
MEDMS 312
2020-2021

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</table>
| **B** - Behaves in a caring, compassionate and sensitive manner toward patients and colleagues of all cultures and backgrounds. (Interpersonal and Professionalism) | B.1 - Apply principles of social-behavioral sciences to provision of patient care; including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care. (2.5)  
B.2 - Demonstrate insight and understanding about emotions that allow one to develop and manage interpersonal interactions. (4.7)  
B.3 - Demonstrate compassion, integrity, and respect for others. (5.1)  
B.4 - Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation. (5.5) |
| **U** - Uses the science of normal and abnormal states of health to prevent disease, to recognize and diagnose illness and to provide and appropriate level of care. (Medical Knowledge and Patient Care) | U.1 - Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice. (1.1)  
U.2 - Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging and other tests. (1.2p)  
U.3 - Interpret laboratory data, imaging studies, and other tests required for the area of practice. (1.4)  
U.4 - Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence and clinical judgement. (1.5)  
U.5 - Develop and carry out patient management plans. (1.6)  
U.6 - Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health. (1.9)  
U.7 - Demonstrate an investigatory and analytic approach to clinical situations. (2.1)  
U.8 - Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations. (2.2)  
U.9 - Apply established and emerging principles of clinical sciences to health care for patients and populations. (2.3)  
U.10 Recognizes that ambiguity is a part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty. (8.8) |
| **C** - Communicates with colleagues and patients to ensure effective interdisciplinary medical care (Interpersonal and Communication Skills; Patient Care) | C.1 - Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging and other tests. (1.2h)  
C.2 - Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making. (1.7)  
C.3 - Participate in the education of patients, families, students, trainees, peers and other health professionals. (3.8)  
C.4 - Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds. (4.1)  
C.5 - Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies (4.2, see also 7.3)  
C.6 - Maintain comprehensive, timely, and legible medical records. (4.5)  
C.7 - Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics. (4.6)  
C.8 - Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations. (7.3) |
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<tr>
<th>INSTITUTIONAL LEARNING OBJECTIVE</th>
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| A - Acts in accordance with highest ethical standards of medical practice (Professionalism) | A.1 - Demonstrate responsiveness to patient needs that supersedes self-interest. (5.2)  
| | A.2 - Demonstrate respect for patient privacy and autonomy. (5.3)  
| | A.3 - Demonstrate accountability to patients, society, and the profession. (5.4)  
| | A.4 - Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations. (5.6)  
| | A.5 - Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust. (7.1)  
| | A.6 - Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients. (8.5)  |
| R - Reviews and critically appraises biomedical literature and evidence for the purpose of ongoing improvement of the practice of medicine. (Practice-Based Learning and Improvement and Medical Knowledge) | R.1 - Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations. (2.4)  
| | R.2 - Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems. (3.6)  
| | R.3 - Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes. (3.10)  |
| E - Exhibits commitment and aptitude for life-long learning and continuing improvement (Practice-based Learning) | E.1 - Identify strengths, deficiencies, and limits in one's knowledge and expertise. (3.1)  
| | E.2 - Set learning and improvement goals. (3.2)  
| | E.3 - Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes. (3.3)  
| | E.4 - Incorporate feedback into daily practice. (3.5)  
| | E.5 - Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care. (3.9)  
| | E.6 - Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors. (8.1)  
| | E.7 - Manage conflict between personal and professional responsibilities. (8.3)  |
| S - Supports optimal patient care through identifying and using resources of the health care system. (Systems-Based Practice and Patient Care) | S.1 - Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes. (1.8)  
| | S.2 - Systematically analyze practice using quality-improvement methods and implement changes with the goal of practice improvement. (3.4)  
| | S.3 - Use information technology to optimize learning. (3.7)  
| | S.4 - Work effectively with others as a member or leader of a health care team or other professional group. (4.3, see also 7.4)  
| | S.5 - Work effectively in various health care delivery settings and systems relevant to one's clinical specialty. (6.1)  
| | S.6 - Coordinate patient care within the health care system relevant to one's clinical specialty. (6.2)  
| | S.7 - Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care. (6.3)  
| | S.8 - Advocate for quality patient care and optimal patient care systems. (6.4)  
| | S.9 - 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. (7.2)  
| | S.10 - Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable. (7.4)  |
Third Year Learning Objectives
During the third-year clerkships, students will

- Demonstrate use of patient-centered interviewing and communication techniques (U.2)
- Take a clinical history that demonstrates both organization and clinical reasoning (U.7)
- Perform accurate and relevant physical exam techniques (U.2)
- Demonstrate an ability to synthesize clinical information and generate a differential diagnosis, assessment and plan (U.3, R2, U.5)
- Demonstrate a compassionate and patient-sensitive approach to history taking and physical examinations (B.3)
- Communicate well organized, accurate and synthesized oral presentations (C.1)
- Counsel and educate patients and families (C.3)
- Demonstrate timely, comprehensive and organized documentation (C.6)
- Demonstrate a fund of knowledge in the clinical discipline and apply this to patient care (U.4)
- Demonstrate an awareness of one's own learning needs and work to address these gaps (E.1, E.3)
- Show respect and empathy for others (B.3)
- Demonstrate accountability to the responsibilities of the student's role and expectations of a clinical clerk (S.4)
- Communicate effectively with the interprofessional team (S.9)

Obstetrics and Gynecology Clerkship Learning Objectives
(Linked to Medical Education Program Objectives in parentheses)

[At the end of the 3rd year clerkship in Ob/Gyn, the BUSM student will be able to:]

- Demonstrate interpersonal and communication skills that build trust by addressing relevant factors including culture, ethnicity, language/literacy, socioeconomic status, spirituality/religion, age, sexual orientation and disability. (B.3, B.2, B.4)
- Perform a medical interview and physical examination with confidence and incorporate ethical, social, and diversity perspective to provide culturally competent health care. (C.1)
- Apply recommended prevention strategies to women during their entire life. (U.6)
- Recognize their role as a leader and advocate for women. (B.4)
- Exhibit the knowledge of preconception counseling including: genetics, medical conditions, and environmental factors on maternal and fetal health. (U.8)
- Explain normal physiologic changes during pregnancy and interpret common diagnostic studies. (U.1, C.1)
- Demonstrate knowledge of intra partum care. (U.4, U.5, U.6, R. 2, R.3, S.5)
- Illustrate menstrual cycle physiology, discuss puberty, abnormal bleeding and menopause. (U.2, U.3, U.7, U.8)
- Depict the etiology and evaluation of infertility and pediatric gynecology. (U.8, U.9, U.10)
- Develop a thorough understanding of contraception, including sterilization and abortion. (R.2, R.3, B.1, B.2, B.4)
- Display knowledge of common benign gynecological conditions including but not limited to urogynecology, vulvar disease, and STI's. (U.1, U.2, U.3, U.5, U.7)
• Explain common breast conditions and outline the evaluation of breast complaints. (U.4, U.7, U.10, R.3)
• Demonstrate knowledge of perioperative care and familiarity with gynecological procedures. (U.3, U.4, U.9, R.3)
• Describe gynecological malignancies including risk factors, signs and symptoms and initial evaluation. (U.4, U.7, U.8, U.10, B.1)
• Provide a preliminary assessment of patients with sexual concerns. (B.1, U.7, U.8, U.9)
• Perform a pelvic and breast exam under supervision according to the competency based evaluation guidelines. (U.1, E.1, E.5, B.1, B.4)
• Demonstrate the ability to gather a focused gyn history, perform an appropriate prenatal visit, illustrate motions of vaginal delivery and communicate effectively in oral and written presentations. (C.1, C.2, E.1, E.2, E.5, E.6)
Contact Information

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Virtual Clerkship Curriculum Description

We have transitioned two weeks of the clerkship content to an online curriculum in order to allow students to continue their learning while maintaining social distancing. All students will complete the clinical portion of the clerkship later in the year.

This Virtual Curriculum Manual serves as an overview of the two-week virtual portion of the curriculum. Students will be provided with a clinical syllabus prior to the start of their clinical clerkship rotations.

The overall goals of the Virtual Clerkship in OBGYN are to:

1. Familiarize students with the most common gynecologic problems encountered in patients and
2. Familiarize students with prenatal care and the basic terminology and introduction to managing labor and common pregnancy-related conditions.
3. Introduce students to written and oral presentations specific to the specialties of Gynecology and Obstetrics, including oral presentations and note-writing for consultative visits, postoperative note-writing, writing obstetrics notes, and giving sign-outs on labor and delivery.

Each day of the clerkship (Monday-Thursday) will be organized by medical topic. The topics of the first week relate to gynecologic conditions. The topics during the second week related to obstetrical management. The topics correlate to most of the “Required Encounters” for OBGYN and may be used as “alternative experiences” if the student does not encounter a live patient having those issues during the clinical portion of the clerkship.

The content will be delivered in two formats.

1. We will be utilizing large-group, case-based didactics via Zoom to introduce each of the daily topics. These will usually occur in the morning or early afternoon.
2. Later in the afternoon, all students will be divided into smaller groups consisting of 15-20 students and assigned a faculty preceptor for the small group session. In the small group session, the faculty preceptor will help the students manage our “virtual patient” who will have a clinical presentation related to the day’s topic.
3. Students will work with their AME group leaders on afternoons during the first week to receive feedback on their ambulatory presentation and write-up and work on a case involving sexual dysfunction.

Fridays will be reserved for self-study and completion of quizzes in gynecology (Week 1) and obstetrics (Week 2).

Curriculum Overview

Block Schedule
Block schedule dates for all clerkships can be located on the Medical Education website: http://www.bumc.bu.edu/busm/education/medical-education/academic-calendars/

Holidays
Holidays by Clerkship can be viewed on the Medical Education website at: http://www.bumc.bu.edu/busm/education/medical-education/academic-calendars/#clerkhols
Learning Schedule
The basics of the schedule are:
Monday-Thursday
10am-12pm: Case-based Didactic topic of the day
12-1pm: Lunch break
1:00-5:00pm: Small group work managing a patient with the topic of the day. During Week 1, small groups will end at 3:30PM on Tuesday-Thursday so that students can meet with their AME’s for as session on sexual dysfunction.
Fridays are for self-study and completing the required quizzes.
Schedule is posted on blackboard.

Virtual Clinical Experiences

Learning Community Small Group Sessions
All students will be divided into learning community small groups by their AME lead. These small groups will meet daily (Mon-Thurs) with an assigned OBGYN faculty preceptor. We have created a virtual “patient” who students will be working with each day. The virtual patient will “present” with different gynecologic and obstetric conditions based on the topic of the day. The goal is for the didactics sessions earlier in the day to give the students the management tools to help the virtual patient navigate her conditions. During each LC-small group, the faculty lead will role-play the patient to help the students obtain the necessary history and then will help guide the students in decisions regarding management, options counseling, and treatments. During the first week of gynecology, the virtual patient will present with common gynecologic issues. During the second week of obstetrics, the students will manage the patient’s pregnancy and delivery. The students will get to know the virtual patient very well just as OBGYN’s get to know our patients in real life. The virtual patient will age as the clerkship progresses and the students will get to see the gamut of reproductive health issues OBGYNs care for in a woman’s lifetime.

In LC-small groups, we'll really be focusing on management of the case and clinical skills like how to present in clinic, presenting on rounds, presenting a postoperative patient, signing out a laboring patient during L&D rounds, etc. Templates will be provided.

Because the learning community small groups will be meeting regularly, the OBGYN clerkship will not require additional meetings to be scheduled by the LC-Small groups outside of the class time. If students would like to meet to discuss the topics they learned and work on assignments together, this is encouraged.

Assessment and Grading

Clerkship Grading Policy
An overview of the grading policy for the full clerkship is listed below. Please note that the clinical components will take place after all virtual clerkships. Students will take the shelf exam at the end of their clinical clerkship experience.

Virtual Clerkship Grading

<table>
<thead>
<tr>
<th>Clerkship Virtual Grading Procedures/Policies</th>
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<tbody>
<tr>
<td>• The virtual clerkship is a pass/fail portion of the clerkship. In order to pass the virtual clerkship, students must:</td>
</tr>
<tr>
<td>o Attend all live virtual zoom sessions (unless excused by the clerkship)</td>
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</tbody>
</table>
- Attend all learning community group sessions (unless excused by the clerkship)
- Complete all self-study content
- Complete all assignments
- Meet the professionalism requirements

### Clerkship Specific Virtual Grade Procedures/Policies

#### Professionalism on the Virtual Clerkship

Evaluation of a medical student’s performance while on a clerkship includes all expectations outlined in the syllabus and clerkship orientation as well as the student’s professional conduct, ethical behavior, academic integrity, and interpersonal relationships with medical colleagues, department administrators, patients, and patients’ families. Any professionalism lapses resulting in a failure to meet the virtual clerkship professionalism requirements may result in a failure of the virtual portion of the clerkship and will require narrative comments by the clerkship director in the summative comment section of the final evaluation.

#### Virtual Clerkship Failure and Remediation Policies/Procedures

If a student fails the virtual portion of the clerkship, they will still be allowed to take the clinical portion of the clerkship during the scheduled time.

If a student receives a grade of fail in a clerkship, based on failure of the virtual clerkship, the student will have the opportunity to remediate the failing grade through two additional clinical weeks on that clerkship. Upon earning a passing grade for those clinical weeks, the final grade will be recalculated as specified in the course syllabus and will appear on the transcript as a Fail/(Remediated Grade). A transcript note will be made to designate that the remediation was completed by an additional clinical experience.

#### BUSM Grade Review Policy

BUSM’s Grade Reconsideration Policy is located in section 2.2 of the Policies and Procedures for Evaluation, Grading and Promotion of Boston University School of Medicine MD Students:


### Entire Clerkship Grading

**HOW MUCH EACH PART OF YOUR GRADE IS WORTH FOR THE ENTIRE CLERKSHIP:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Virtual Clerkship</td>
<td>P/F</td>
</tr>
<tr>
<td>Clinical Grade Percentage</td>
<td>45%</td>
</tr>
<tr>
<td>Shelf/Exam Percentage</td>
<td>30%</td>
</tr>
<tr>
<td>Oral Exam</td>
<td>10%</td>
</tr>
<tr>
<td>“Other” Components Percentage</td>
<td>15%</td>
</tr>
</tbody>
</table>

#### BUSM Grade Review Policy

BUSM’s Grade Reconsideration Policy is located in section 2.2 of the Policies and Procedures for Evaluation, Grading and Promotion of Boston University School of Medicine MD Students:


### Roles and Responsibilities

#### Clerkship Director

- Oversee the design, implementation, and administration of the curriculum for the virtual clerkship curriculum
- Orient students to the virtual clerkship curriculum
- Create and maintain an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Ensure student and faculty access to appropriate resources for medical student education. Evaluate and grade students
- Ensure LCME accreditation preparation and adherence
- Adhere to the AAMC-developed guidelines regarding Teacher-Learner Expectations

**Clerkship Coordinator**
- Support the clerkship director in the responsibilities provided above
- Create and maintain an appropriate learning environment, modeling respectful and professional behaviors for and toward students
- Maintain student rosters
- Coordinate orientations and didactic sessions
- Verify completion of virtual clerkship curriculum for each student

**Third Year Student**
- Attend all of the live virtual sessions
- Attend all small group sessions
- Complete all self-study work
- Complete all assignments

**Professional Comportment**
Students are expected to adhere to the AAMC-developed guidelines regarding Teacher-Learner Expectations, located on the Policies page, under “Academic Policies and Information” ([http://www.bumc.bu.edu/busm/files/2015/05/AAMC-Teacher-Learner-Expectations.pdf](http://www.bumc.bu.edu/busm/files/2015/05/AAMC-Teacher-Learner-Expectations.pdf))

Students are expected to be aware of and follow the site expectations on professional comportment, including, but not limited to, dress code and the use of phones, pagers, and laptops. Students must arrive on time at their site and for any scheduled sessions. Any missed sessions and absences must adhere to the Attendance & Time Off Policy.

Further, below are expectations for student professionalism in the virtual curriculum. These include, but are not limited to:
- Treating the clerkship team in a professional and respectful manner
- Engaging in the virtual curriculum and participating respectfully at all times
- Arriving at scheduled sessions (e.g. Zoom meetings) on time
- Handing in all assignments on time
- Informing clerkship leadership of absences and difficulties with internet connectivity as soon as they are known
- Responding to emails in a timely fashion (within 48 hours)

**Student Evaluation of the Clerkship**
Student feedback is a highly valued, critical resource for helping us continually improve our curriculum. Evaluation of learning experiences is a requirement of the Liaison Committee on Medical Education. To ensure that we have a representative amount of data on our courses and clerkships, all students are expected to complete an evaluation via eValue ([www.e-value.net](http://www.e-value.net)) for each of the courses/modules and their instructors.
All evaluations are anonymous and aggregate data is only released to clerkship directors after grades have been submitted for the blocks. Please comment freely and honestly about your experience.

Assignments

Week 1
- Monday 6/1: Write up your H&P (A&P options) of the case you worked on from Monday’s small group session.
  - Video record a 5-minute presentation of the case and upload to your AME group folder on the Blackboard.
  - You will receive feedback on these from your AME.
- Tuesday 6/2: Write an assessment and plan for the case you worked on in Tuesday’s small group session
- Wednesday 6/3: Write a postoperative note for the case you worked on in Wednesday’s small group session. Template will be provided.
- Thursday 6/4: No assignment that is due, but you should work on writing an assessment and plan for a counseling visit.
- Friday 6/5: Complete and turn in APGO UWise Gynecology Quiz (login information will be provided by clerkship)

Week 2
- Monday 6/8: Write a prenatal intake note for the case you worked on from Monday’s small group session. Include H&P, Exam, Assessment and Plan including necessary labs, imaging, anticipatory guidance. Also include how would you answer the questions that the patient has for you?
- Tuesday 6/9: Write a prenatal visit office note for the 26-week prenatal visit for the case you worked on from Tuesday’s small group. Include anticipatory guidance that is discussed and provide a timeframe for the next follow-up.
- Wednesday 6/10: Write a labor progress note for the case that you discussed in Wednesday’s small group session
- Thursday 6/11: Write a postpartum note for the patient you just delivered from Thursday’s small group session
- Friday 6/12: Complete and turn in the APGO UWise Obstetrics Quiz (login information will be provided by clerkship)

All assignments are due by midnight of the due date unless you have been excused from the day’s work. A make-up plan will be discussed with the clerkship director.

Make-up Work:

Missed Session(s) Week 1:
You must:
- Review all missed Zoom sessions
- Submit answers to the questions in the student handout for the small group session, and
- Submit the assignment that was given for the session you missed. This includes the sexual dysfunction session with your AME’s.
- For missed assignments from June 1, submit your recording of your H&P and writeup to Dr. Kandadai and Dr. Woolcock. We will provide feedback in lieu of your AME.
- All missed assignments from week 1 are due by 5PM on Sunday, June 7, 2020

Missed Session(s) Week 2:
If you are taking the entire week off to sit for Step 1, you will be scheduled to repeat the Week during Makeup time at the end of the Virtual Clerkships in August.

If you are just taking 1-2 days to sit for your step:
- Review all missed Zoom sessions
- Submit answers to the questions in the student handout for the small group session, and
Submit the assignment that was given for the session you missed.
All missed assignments from week 1 are due by midnight on Fri, June 10, 2020

Policies and Procedures for Evaluation, Grading and Promotion of Boston University School of Medicine MD Students
http://www.bumc.bu.edu/busm/faculty/evaluation-grading-and-promotion-of-students/

Collaborative Student Assessment System

Student Disciplinary Code of Academic and Professional Conduct
http://www.bumc.bu.edu/busm/faculty/medical-student-disciplinary-code/

Attendance & Time Off Policy

- 3rd Year Excused Absence Form: https://wwwapp.bumc.bu.edu/MedPersonalDays/home/Index

Personal Day Policies
The personal day policy applies only to the clinical portion of the clerkships.
http://www.bumc.bu.edu/busm/education/medical-education/policies/personal-days-policy/

BUSM Policies
In addition to the expectations listed above, all students are expected to adhere to BUSM and Boston University policies.
http://www.bumc.bu.edu/busm/education/medical-education/policies/

BU Policies and Student Support Services

Appropriate Treatment in Medicine
Boston University School of Medicine (BUSM) is committed to providing a work and educational environment that is conducive to teaching and learning, research, the practice of medicine and patient care. This includes a shared commitment among all members of the BUSM community to respect each person’s worth and dignity, and to contribute to a positive learning environment where medical students are enabled and encouraged to excel.

BUSM has a **ZERO** tolerance policy for medical student mistreatment.
Students who have experienced or witnessed mistreatment are encouraged to report it using one of the following methods:

- Contact the chair of the Appropriate Treatment in Medicine Committee (ATM), Dr. Robert Vinci, MD, directly by email (bob.vinci@bmc.org)
- Submit an online Incident Report Form through the online reporting system https://www.bumc.bu.edu/busm/student-affairs/atm/report-an-incident-to-atm/

These reports are sent to the ATM chair directly. Complaints will be kept confidential and addressed quickly.

Appropriate Treatment in Medicine website: http://www.bumc.bu.edu/busm/student-affairs/atm/


Boston University Social Media Guidelines http://www.bu.edu/policies/information-security-home/social-media-guidelines/

Learning Strategies and Tools

eValue Student Resources http://www.bumc.bu.edu/evaluate/students/

Echo360/Technology
Echo360 may only be used for streaming captured lecture videos; the videos may not be downloaded. Taking smartphone or digital pictures or videos of any part of the lecture in class, or at home, is similar to downloading and is not allowed. There are a number of reasons for this, including that students and/or the University may be liable for violations of federal copyright and privacy laws as a result of the use of copied material.

If you experience any technical problems, please report the issue in one of the following ways to generate an IT ticket:

- **Echo360 Related Issues**: Create a ticket on the Ed Media site (http://www.bumc.bu.edu/bumc-emc/instructional-services/echo360/): sign in and provide pertinent information that will enable an effective response. Have a link to the problematic video ready to copy/paste into this form.

- **Educational Technology Related Issues**: For assistance with technology supported by BUMC's Educational Media (e.g. ExamSoft), tickets can be created via their website at: http://www.bumc.bu.edu/bumc-emc/instructional-services/report-an-educational-technology-issue/

- **Other Technology Related Issues**: For assistance with BU-wide technology, such as Blackboard, email an example (e.g. picture or very brief phone video) to ithelp@bu.edu with a descriptive subject line and give as many details as possible on the what, where, how you are using the service and what type of computer, browser, etc. along with type of student (i.e. BUSM III). Always include link(s) to or screen shots of where the issue is occurring.

**Tutoring**

**Office of Disability Services**
Boston University is committed to providing equal and integrated access for individuals with disabilities. The Office of Disability Services provides services and support to ensure that students are able to access and participate in the opportunities available at Boston University. [http://www.bu.edu/disability/policies-procedures/academic-accommodations/](http://www.bu.edu/disability/policies-procedures/academic-accommodations/)

**Session Learning Objectives and Notes**

**Oligomenorrhea**: By the end of the sessions on Oligomenorrhea students will be able to:
- Define amenorrhea and oligomenorrhea
- Explain the pathophysiology and identify the etiologies of amenorrhea and oligomenorrhea, including possible nutritional causes
- Describe associated symptoms and physical examination findings of amenorrhea
- Discuss the steps in the evaluation and initial management of amenorrhea and oligomenorrhea
- Describe the consequences of untreated amenorrhea and oligomenorrhea

**Clinical learning objectives for students:**
- Take a differential driven history for the chief complaint
- Practice presenting the history and physical (physical will be provided)
- Practice presenting the assessment and plan

**Abnormal Uterine Bleeding**: By the end of the sessions on Abnormal Uterine Bleeding students will be able to:
- Define the normal menstrual cycle and describe its endocrinology and physiology
- Define abnormal uterine bleeding
- Describe the pathophysiology and identify etiologies of abnormal uterine bleeding
- Describe the steps in the evaluation and initial management of abnormal uterine bleeding
- Summarize medical and surgical management options for patients with abnormal uterine

**Clinical learning objectives for students:**
- Take a differential driven history for the chief complaint
- Present an updated and focused H&P for a known patient
- Practice writing an assessment and plan

**First Trimester Bleeding**: By the end of the sessions on First Trimester Bleeding students will be able to:
- Develop a differential diagnosis for vaginal bleeding and abdominal pain in the first trimester
- Perform a physical exam to assess for acute abdomen
- List risk factors for ectopic pregnancy
- Discuss diagnostic protocols for ectopic pregnancy
- Describe treatment options for patients with ectopic pregnancy

**Clinical learning objectives for students:**
- Understand preoperative preparation for laparoscopy
• Review the components of a postoperative assessment in order to clear a patient for discharge
• Practice writing a postoperative note

Infertility and Preconception Care: By the end of sessions on Infertility and Preconception Care students will be able to:
• Describe how certain medical conditions affect pregnancy
• Describe how pregnancy affects certain medical conditions
• Recognize signs of ovulation and evaluate whether a patient may need assistance in achieving pregnancy
• Describe how to help a patient understand their fertility window and time intercourse
• Recognize a patient’s risk of substance abuse and intimate partner violence and explain how this would be addressed with a patient
• Assess a patient’s medications, immunizations and environmental hazards in pregnancy
• Identify appropriate folic acid intake
• Appraise a patient’s nutritional status and make recommendations to the patient on nutrition and exercise
• Identify ethical issues associated with prenatal genetic screening and diagnostic tests
• Assess a patient’s genetic risk as well as father’s genetic risk with regard to pregnancy
• Describe genetic screening options in pregnancy

Clinical learning objectives for students:
• Be able to educate a patient about her own ovulatory cycles and her fertility window
• Counsel a patient about weight management and nutrition in pregnancy
• Address and advise patient how to mitigate pre-pregnancy risk factors
• Assess vaccination status and deliver appropriate vaccines prepregnancy
• Document a counseling visit

New Prenatal Patient: By the end of the sessions on New Prenatal Patient students will be able to:
• Diagnose pregnancy
• Determine gestational age
• Assess risk factors for pregnancy complications, including screening for intimate partner violence
• Describe appropriate diagnostic studies and their timing for a normal pregnancy
• List the nutritional needs of pregnant women
• Identify adverse effects of drugs and the environment on pregnancy
• Perform a physical examination on obstetric patients
• Discuss answers to commonly asked questions concerning pregnancy, labor and delivery
• Describe approaches to assessing the following:
• Describe the impact of pregnancy on medical problems and the impact of medical problems on pregnancy

Clinical learning objectives for students:
• Collect the important parts of the prenatal history and obstetric exam
• Plan testing for an initial prenatal visit
• Answer questions a pregnant woman might have early in pregnancy

Managing Complications and Abnormal Testing in Pregnancy: By the end of the sessions on Managing Complications and Abnormal Testing in Pregnancy students will be able to:
• Discuss the differences between a 1-hour glucola and a 3-hour glucose tolerance test
• Discuss risk factors for gestational diabetes
• Define the types of hypertension in pregnancy
• Describe the pathophysiology of preeclampsia-eclampsia
• List risk factors for preeclampsia
• Recognize the signs and symptoms to diagnose preeclampsia-eclampsia
• Explain the management of a patient with preeclampsia-eclampsia
• List the maternal and fetal complications associated with preeclampsia-eclampsia
• Understand indications for induction of labor

Clinical learning objectives for students:
• Develop a plan to manage abnormal testing during pregnancy.
• Discuss management plan for hypertensive disease in pregnancy
• Give a sign-out to labor and delivery for an incoming admission
• Write a prenatal visit progress note

Managing Labor: By the end of the sessions on Managing Labor Students will be able to:
• Describe the four stages of labor and recognize common abnormalities
• Describe the methods of monitoring the mother and fetus in labor
• Describe the cardinal movement of labor

Clinical learning objectives for students:
• Develop a labor management plan for a patient
• Interpret a fetal heart tracing
• Develop a management plan for a laboring patient with pre-eclampsia
• Write an intrapartum progress note

Delivery and Postpartum Care: By the end of the sessions on Delivery and Postpartum Care Students will be able to:
• Understand indications for operative vaginal delivery and cesarean delivery
• List the risk factors for postpartum hemorrhage
• Develop a differential diagnosis for postpartum hemorrhage
• Define a postpartum hemorrhage

Clinical learning objectives for students:
• Develop an evaluation and management plan for postpartum hemorrhage
• Sign out a newly delivered patient