

University of South Florida

Morsani College of Medicine

ACTING INTERNSHIP

Obstetrics and Gynecology

MDI 8160

Syllabus
2022-2023



COVID 19 COMPLIANCE STATEMENT

All students must be aware of and comply with university policies regarding Covid-19. They should also be aware of and comply with the policies at the clinical affiliates where their clinical training occurs. Failure to do so may result in disciplinary action

Acting Internship Catalog Description

MDI 8160

This is the course traditionally referred to as the OB/GYN Acting Internship. It is divided into one week of L&D Days, one week of L&D Nights, as well as two weeks of a single subspecialty elective. The L&D rotation is a concentrated clinical experience at Tampa General Hospital in the Bayshore Pavilion, Women's Center – Labor and Delivery, Antepartum, and Postpartum areas. All efforts are made to directly expose and incorporate the fourth year medical student as a member of the labor and delivery team. The Acting Intern will triage, admit, and deliver those patients to whom they have been assigned. Students will choose one subspecialty elective for two weeks. There, students will be supervised by the division directors or other assigned faculty. The student will work one-on-one with the subspecialist attending(s) and/or fellow(s) for individualized exposure to the subspecialty. The format will provide a clinical, procedural, and operative exposure to the subspecialty. When part of the USF MCOM Fourth Year OB/GYN Track, an emphasis will be on scholarly concentration towards publication of a case report or on-going research in an OB/GYN subspecialty. Students must take this course prior to enrolling in MEL 8420 (Subspecialty Electives in OB/GYN)... This will be further explained later in this syllabus.

Acting Internship Director/Coordinator contact information

Director of Fourth Year OBGYN Track, including Acting Internship

David Rapkin, MD, FACOG

Associate Clinical Professor of Obstetrics and Gynecology

Office Phone: 813-259-8500

Cell Phone: (*I will provide separately)

E-mail: drapkin@usf.edu

Office Location: USF STC, Sixth Floor, Room 6035

Secretary: Wanda Rodriguez

813-259-8542

wrodrigu@usf.edu

Medical Student / Acting Internship Coordination:

Melissa Mancao, M.Ed.

Academic Services Administrator

USF Health Morsani College of Medicine

Department of Obstetrics and Gynecology

Office Phone: 813-259-8795

Office Fax: 813-250-2501

E-mail: mjmancao@usf.edu

Office Location: USF STC, Sixth Floor

Acting Internship Director's Welcome

Welcome to the OB/GYN Acting Internship (AI) elective! We hope the time you spend on this elective will be rewarding and educational. This handbook has been designed to serve as a reference guide, and it is the responsibility of every student to read this syllabus.

Should you have any questions, comments, suggestions, or problems, please feel free to contact Dr. David Rapkin, the Director of the OB/GYN Acting Internship. His academic office is located on the sixth floor of the USF STC campus, room #6035. However, as his clinical duties usually pull him elsewhere, it would be best to contact him either by telephone / text (to be provided separately) or email (drapkin@usf.edu). Melissa Mancao, our Medical Student Administrator, also has an office at the USF STC campus on the sixth floor. She can be contacted at (813) 259-8795 or email (mjmancao@usf.edu).

The structure of this Acting Internship experience was altered several years ago for several reasons. In the past, students committed to the OB/GYN track would enroll in a four-week Acting Internship course and also a four-week Subspecialty Elective. Changes were made, however, not only to better accommodate the increasing number of students interested in our field, but also to optimize the experience for all learners.

Students will now complete two separate four-week courses – Acting Internship #1 in the Summer/Fall (which we will still call by its course number MDI 8160) and Acting Internship #2 in the Winter/Spring (MEL 8420). The first will be comprised of two weeks of L&D (Labor and Delivery) and two weeks of a single subspecialty. The second AI experience can be similar to first, or possibly two different two-week subspecialties. Again, for the time being, course numbers and titles will remain the same (MDI 8160 and MEL 8420), but their meaning will change as just described.

WHY MAKE THESE CHANGES?

These changes allow us to accommodate twice the number of students per Period on a rotation that they can still truly call an Acting Internship – one that includes the depth, breadth, and level of responsibility of an AI. Also, students often feel a pressing need to complete an AI early in the academic year, so they can include that grade on their Residency (ERAS) applications. YET, the Subspecialty Elective is where the student truly has more one-on-one time with an

attending to possibly get a glowing Letter of Recommendation. This solution addresses all of that. At the end of the year, students will have spent the same amount of time with our department on these educational experiences as they once did. But this re-organization will serve everyone well.

Acting Internship Objectives – All Acting Internships

Course Objective	Program Objective	Specialty Track Phase Objectives
<p>Student will demonstrate the ability to gather a history from patients with a variety of clinical conditions within the course's specialty</p>	<p>1.2 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</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age,</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>culture, race, religion, disabilities, and sexual orientation</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability perform a physical exam with a variety of clinical conditions within the course's specialty</p>	<p>1.2 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</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.5 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</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability prioritize a differential diagnosis and give rationale for prioritization</p>	<p>1.2 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</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations</p> <p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and</p>	<p>EPA 2: Prioritize a differential diagnosis following a clinical encounter</p>

	<p>therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 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</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty</p>	
--	---	--

<p>Student will demonstrate the ability to recommend and interpret diagnostic tests for patients based upon their differential diagnosis</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>1.9 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>2.4 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</p> <p>3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which</p>	<p>EPA 3: Recommend and interpret common diagnostic and screening tests</p>
--	---	---

	<p>patients are drawn to improve care</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to create and implement a therapeutic plan based upon their differential diagnosis which includes entering orders and prescriptions.</p>	<p>1.2 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</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>3.7 Use information technology to optimize learning</p>	<p>EPA 4: Enter and discuss orders and prescriptions</p>

	<p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to document a clinical encounter in the patient record</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.6 Develop and carry out patient management plans</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2</p>	<p>EPA 5: Document a clinical encounter in the patient record</p>

	<p>Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis and implementation of the clinical plan.</p>	<p>1.2 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</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p>	<p>EPA 1-5</p>

	<p>1.6 Develop and carry out patient management plans</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p>	
--	---	--

	<p>5.5 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</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability provide a concise yet pertinent oral presentation of a clinical encounter</p>	<p>1.2 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</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of</p>	<p>EPA 6: Provide an oral presentation of a clinical encounter</p>

	<p>socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to investigate clinical questions and apply evidence they obtained from the literature to patient care.</p>	<p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making,</p>	<p>EPA 7: Form clinical questions and retrieve evidence to advance patient care</p>

	<p>clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 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</p> <p>3.1 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</p> <p>3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p> <p>3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems</p> <p>3.7 Use information technology to optimize learning</p> <p>3.9 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other</p>	
--	--	--

	<p>health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will participate in the patient handover process to responsibly transition care</p>	<p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p> <p>3.5 Incorporate feedback into daily practice</p> <p>3.7 Use information technology to optimize learning</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p>	<p>EPA 8: Give and receive a patient handover to transition care responsibility</p>

	<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to collaborate as a member of an interprofessional team</p>	<p>3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p>	<p>EPA 9: Collaborate as a member of an interprofessional team</p>

	<p>6.2 Coordinate patient care within the health care system relevant to one's clinical specialty</p> <p>7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust</p> <p>7.2 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</p> <p>7.3 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</p> <p>7.4 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</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional</p>	
--	---	--

	<p>limitations to engage in appropriate help-seeking behaviors</p> <p>8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to recognize if a patient needs to be transitioned to an increased or decreased level of care.</p>	<p>1.1 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>1.2 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</p> <p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.4 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</p> <p>1.5</p>	<p>EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management</p>

	<p>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.6 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
--	---	--

<p>Student will participate in obtaining consent for therapeutic care where verbal consent is required.</p>	<p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.6 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making</p> <p>4.1 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>4.5 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional</p>	<p>EPA 11: Obtain informed consent for tests and/or procedures</p>
---	---	--

	<p>limitations to engage in appropriate help-seeking behaviors</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to perform procedures appropriate for their track specialty</p>	<p>1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice.</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>4.6 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</p> <p>5.6 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</p> <p>6.3</p>	<p>EPA 12: Perform general procedures of a physician</p>

	<p>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</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
--	--	--

Acting Internship Objectives – Obstetrics and Gynecology:

1. Student will gather an Obstetric and Gynecologic history.
2. Student will demonstrate the ability to perform a complete breast examination.
3. Student will perform a pelvic examination, including speculum and bimanual examination in a gynecologic patient.
4. Student will perform a cervical exam in a pregnant patient, including palpation of the cervix and accurate assessment of cervical dilation within 1 cm.
5. Student will interpret a fetal heart rate tracing and initiate appropriate management.
6. Student will perform and interpret a wet mount for common obstetric and gynecologic complaints.
7. Student will provide an oral presentation following a clinical encounter including assessment, differential diagnosis, and plan.
8. Student will perform and receive patient handoffs effectively to transition care.
9. Student will perform standard maneuvers of a vaginal delivery.

10. Student will identify and perform initial evaluation and management for common obstetric emergencies... A) Obstetric Hemorrhage.
11. Student will identify and perform initial evaluation and management for common obstetric emergencies... B) Shoulder Dystocia.
12. Student will identify and perform initial evaluation and management for common obstetric emergencies... C) Umbilical Cord Prolapse.
13. Student will obtain informed consent for basic office and surgical procedures... A) IUD Insertion.
14. Student will obtain informed consent for basic office and surgical procedures... B) Dilation and Curettage.
15. Student will obtain informed consent for basic office and surgical procedures... C) Cesarean Delivery.
16. Student will obtain informed consent for basic office and surgical procedures... D) Bilateral Tubal Ligation.
17. Student will perform adequate counseling regarding contraceptive options.
18. Student will demonstrate basic GYN surgical principles... A) Patient Positioning.
19. Student will demonstrate basic GYN surgical principles... B) Prepping.
20. Student will demonstrate basic GYN surgical principles... C) Draping.
21. Student will demonstrate basic surgical skills... A) Foley Catheter Placement.
22. Student will demonstrate basic surgical skills... B) Knot Tying.
23. Student will demonstrate basic surgical skills... C) Simple Suturing.

ACTING INTERNSHIP SCHEDULE:

Labor and Delivery

Acting Intern will start on DAYS, Mon - Fri (Board Rounds 7:00am – 6:00pm)

Acting Intern will start on NIGHTS, Sun – Thur (Board Rounds 6:00pm – 7:00am)

Subspecialty Elective

Highly dependent on the individual service on which the Acting Intern is participating.

Contact a member of your service prior to the first day of the rotation to discuss responsibilities, including when and where to meet the team on day #1, as well as appropriate attire.

Academics

Wednesdays are protected academic time on both L&D and the Subspecialty Electives. The Acting Intern will attend the USF Resident Academic Wednesday conferences (Grand Rounds, resident lectures, Morbidity and Mortality conference, Fetal Board, etc). The Acting Intern will be excused from resident meetings with the Residency Program Directors, or any other special “closed” meetings.

(At the same time, we respect your graduated level of learning. It would be within your rights as an Acting Intern to opt out of academics on your own volition if it is to pursue a different, unique, and special educational experience within your specific rotation. For example – a fetal surgery case, delivery of triplets, pelvic exenteration surgery, etc.)

ACTING INTERNSHIP LOCATIONS (ADDRESS, ROOM #, CLINIC PHONE#):

Labor and Delivery

- Labor and Delivery at Tampa General Hospital, “4-K” - Fourth Floor Bayshore Pavillion
- AM Sign-Out in K-4008 conference room; PM Sign-Out in either K-4008 or K-4216
- OB Workroom: (813) 844-3027
- Student can plan to arrive for sign-out at the above location on their first shift to receive any orientation for the remainder of the rotation.

For the following subspecialties, please reach out to the following faculty / coordinators in advance of the start of the rotation, as times and locations may vary throughout the 2-week experience.

Maternal Fetal Medicine

- Jan Lanouette MD
- ilanouet@usf.edu
- Locations may include, but are not limited to TGH L&D, TGH Antepartum “4-A”, TGH Women’s Surgical Center, USF South Tampa Center, USF Brandon HealthPlex, and TGH Genesis Clinic.

Female Pelvic Medicine and Reconstructive Surgery (“UroGynecology”)

- Katie Propst, MD, Division Director
- katiepropst@usf.edu
- Locations may include TGH Women’s Surgical Center, USF South Tampa Center, TGH/USF Brandon HealthPlex.

Gynecologic Oncology

- Thomas Rutherford MD, PhD, Division Director
- tjrutherford@usf.edu
- Locations may include TGH Women’s Surgical Center, TGH Main OR, TGH Cancer Center, TGH/USF Brandon HealthPlex.

Family Planning / Planned Parenthood

- Planned Parenthood – North Tampa Health Center
236 E. Bearss Avenue, Tampa, FL 33613
- Stacy Cohen, Ryan Program Manager
- scohen2@usf.edu
- Student should reach out to Ms. Cohen well in advance to ensure that any additional on-boarding has been completed prior to the start of this rotation.

*Unfortunately, as the relationship between USF and Shady Grove is still in transition, we are unable to offer students an REI (Reproductive Endocrinology and Infertility) rotation at this time.

LABOR AND DELIVERY REQUIREMENTS:

- **PATIENTS:** The Acting Intern is encouraged to manage (under the supervision and direction of the resident house staff and L&D attending) two patients at all times, so long as patient volume allows this. This is from Triage / Admission / Labor / Delivery / Immediate Postpartum / Transfer to the recovery floor.
- **ROUNDING:** Contact a member of your service on the first shift of this rotation to discuss rounding responsibilities.
- **DOCUMENTATION REQUIREMENTS:**

The Acting Intern is responsible for entering, maintaining, and tracking accurate records. A portion of your grade will be determined by your ability to keep timely records.

- PATIENTS: The Acting Intern is required to log all patient encounters. The requirement is to reflect both the volume and diversity of patients cared for.
- PROCEDURES: The Acting Intern is required to log all procedures and level of participation (observe, assist, perform)
- **EDUCATIONAL PRESENTATION:** It is a requirement that the Acting Intern presents an educational topic during their two-week L&D experience. You are expected to lead the conversation on one of the emailed learning objectives at morning Board Rounds. This should take place during your week on L&D Days.
- **COMMUNICATION on L&D:** For the AI to truly be treated as a valued member of the care team, there must be close communication amongst all members, including the AI, upper level resident, attending physician, and nursing. I encourage the AI to greet the nurse at the start of the shift, so the nurse recognizes that the AI is to be first contact with questions or issues. The "VOCERA" device will assist with this. It has a unique account for the AI, allowing all parties to reach you by calling "Acting Intern". A loop of communication must be closed with you discussing all issues with a supervising physician.
- **SKILLS OBJECTIVES:**
 - Interpret and document electronic fetal monitors using the appropriate nomenclature
 - Assess cervical dilation and presenting fetal part
 - Assess Bishop's score
 - Assess adequacy of pelvis
 - Estimate fetal weight by Leopold's maneuvers
 - Supervised ultrasound assessment of fetal presentation
 - Assess and document rupture of membranes
 - Perform amniotomy
 - Perform fetal scalp and fetal acoustic stimulation
 - Attend and manage uncomplicated spontaneous vaginal delivery
 - Administer local perineal anesthesia
 - Repair simple obstetric lacerations
 - Assist with difficult vaginal delivery, operative vaginal delivery, and shoulder dystocia
 - Assist with management of postpartum hemorrhage
- **CLINICAL KNOWLEDGE:**
 - Discuss basic pelvic anatomy
 - Describe maternal adaptations to pregnancy
 - Discuss maternal-placental-fetal physiology, acid-base, gas, and nutrient exchange
 - Know common drugs used in pregnancy and lactation – their indications and contraindications
 - Know how to diagnose stages of labor
 - Manage normal and abnormal labor progress

- Manage abnormalities of third stage of labor
- Manage labor-related pain
- Diagnose and manage abnormal electronic fetal monitor patterns
- Discuss principles of augmentation and induction of labor at term
- Manage group B strep
- Discuss the appropriate use of antibiotics in labor and delivery
- Discuss common infections in pregnancy including STD
- Manage intrapartum and postpartum infection
- Discuss reasons for, diagnosis, and management of abnormal labor at term
- Diagnose and treat mild pre-eclampsia
- Diagnose premature labor
- Counsel on awareness of normal fetal movement
- Counsel on signs and symptoms of labor
- Discuss the standard issues reviewed at a postpartum visit
- Discuss emotional and psychological changes in pregnancy and identify postpartum depression
- **SUGGESTED READINGS:**
 - Recommend ACOG Practice Bulletins, Maintenance of Certification articles
 - Williams Obstetrics, 23rd Edition
 - Chapter 2: Maternal Anatomy
 - Chapter 5: Maternal Physiology
 - Chapter 7: Pre-Conceptional Counseling
 - Chapter 8: Prenatal Care
 - Chapter 14: Teratology and Medications that Affect the Fetus
 - Chapter 15: Antenatal Assessment
 - Chapter 17: Normal Labor and Delivery
 - Chapter 18: Intrapartum Assessment
 - Chapter 19: Obstetric Anesthesia
 - Chapter 20: Abnormal Labor
 - Chapter 34: Pregnancy Hypertension
 - Chapter 35: Obstetrical Hemorrhage
 - Chapter 36: Preterm Birth

SUBSPECIALTY ELECTIVE REQUIREMENTS:

- **PATIENTS:** The AI is required to manage patients at the level of an Intern, under the supervision and direction of the resident house staff, fellows, and attending. The number of patients followed by the Acting Intern will depend on the volume of the service. A log of all patients and procedures must be kept and documented. The log sheet must be completed and signed off by the resident house staff or attending of supervision.
- **ROUNDING:** Contact a member of your service prior to the first day of the rotation to discuss rounding responsibilities, including when and where to meet the team on day #1.
- **DOCUMENTATION REQUIREMENTS:**

The Acting Intern is responsible for entering, maintaining, and tracking accurate records. A portion of your grade will be determined by your ability to keep timely records.

- PATIENTS: The AI is required to log all patient encounters. The requirement is to reflect both the volume and diversity of patients cared for.
- PROCEDURES: The AI is required to log all procedures and level of participation (observe, assist, perform)
- **EDUCATIONAL PRESENTATION:** It is a requirement that the AI presents an educational topic during their two-week subspecialty experience. Discussion with the team can help direct valuable learning topics. This presentation can be based off a recent journal article, a practice bulletin, or a textbook chapter / section. (Maintenance of Certification articles are high-yield, and they are often a wonderful option.)
- **SKILLS OBJECTIVES:**
 - Review of surgical informed consent
 - Performing observed pelvic examination, including bimanual and speculum exam... when clinically appropriate
 - Serve as surgical assistant
 - Demonstrate basic suturing and knot tying
- **CLINICAL KNOWLEDGE:**
 - Variable dependent on the subspecialty
- **SUGGESTED READINGS:** Recommend ACOG Practice Bulletins, Maintenance of Certification articles

FINAL GRADING RUBRIC (H, PC, P, F):

The grade from the 2-week Labor and Delivery elective will be combined with the grade from the student's other 2-week Subspecialty experience making up this entire 4-week Acting Internship. The final grading will be HONORS / PASS / FAIL. And final grades will be submitted to the registrar's office within six weeks of the completion of the rotation.

There is no obligation to follow any sort of grading bell curve amongst your class. It should be feasible for all of those that deserve an Honors grade to earn it.

After wholistic review, your clerkship director determines your final course grade based on the following (in order of importance):

1. Clinical performance evaluations: Your clinical performance and professional behavior as evaluated by your preceptors constitutes the largest part of your grade.
2. Completion of clerkship assignments: Your timely completion of clerkship assignments, including your presentation. Participation in didactic sessions and self-study items is considered. Failure to complete required elements of the course by the last day of the

course WILL result in an "Incomplete" grade for the course and WILL lower your final grade.

Honors Eligibility

Students often ask about what distinguishes the "average" from the "truly outstanding" student. In order to be eligible for an Honors grade, a student must achieve the following:

- Within the RIME metric, a grade of Honors often means that you are working as a manager or educator. You are able to demonstrate specialty specific EPAs with distant supervision or as deemed appropriate
- Receive outstanding evaluations from clinical preceptors
- Demonstrate professional behavior at all times
- Failure to appear at scheduled activities WILL make one ineligible for honors
- Failure to adhere to the honor code WILL make one ineligible for honors
- Failure to complete Independent Learning Assignments ON TIME, WILL make one ineligible for honors

Pass with Commendations

In order to be eligible for a grade of PC, a student must achieve the following:

- Within the RIME metric, Pass with Commendations often means that you are working as an interpreter. You are able to demonstrate specialty specific EPAs with distant supervision or as deemed appropriate.
- Failure to appear at scheduled activities WILL make one ineligible for PC
- Failure to adhere to the honor code WILL make one ineligible for PC
- Failure to complete Independent Learning Assignments ON TIME, WILL make one ineligible for PC

Pass Eligibility

In order to be eligible for a grade of Pass, a student must achieve the following:

- Within the RIME metric, Pass often means that you are working as a reporter, you are able to demonstrate specialty specific EPAs with indirect supervision.
- Demonstrate competency in basic clinical and interpersonal skills
- Receive at least average evaluations from clinical preceptors
- Demonstrate professional behavior at all times

Unsuccessful Clerkship

An unsuccessful clerkship shall occur for ANY of the following:

- Within the RIME metric, Failing often means that you are working as a reporter but unable to appropriately demonstrate speciality specific EPAS. Not able to demonstrate speciality specific EPA independence.
- A failing overall cumulative clinical performance evaluation
- Unprofessional behavior, including failure to maintain timely and accurate patient logbook data and/or failure to arrive promptly at all mandatory sessions
- Failure to appropriately complete any portion of the clerkship assignments.
- The student fails to make up any absent sessions after one month of the conclusion of the rotation
- The student consistently demonstrates unprofessional behavior

Medical knowledge: Will be assessed through your patient presentations of individual cases and through direct questioning during Board Rounds. You will be assessed on your fund of knowledge and your ability to apply this to a clinical situation.

Practice-Based Learning and Improvement: You will be observed on your improvement in efficiency in running the unit and your progressive expansion of confidence and capability in performing procedures. You will be observed on your willingness/ability to improve on your skills and gain knowledge through your patient interactions.

Systems-Based Practice: You will be assessed on your ability to work as a team member with your colleagues and the hospital staff. You will be observed on your efficiency in managing OB triage and patient flow on the unit as well as your attention to evidence-based practice and cost containment.

Communication and Interpersonal Skills: You will be assessed on your ability to give a complete, accurate, but succinct patient presentation. You will be observed on your chart documentation with notes that adequately and clearly reflect the condition of the patient. You will be expected to interact with patients in a compassionate manner. You will be assessed on your willingness to assist in the education of 3rd year medical students and your interactions with the midwives and nurses.

Professionalism: Any breach of the professionalism as described in the MCOM handbook including but not limited to the professionalism values section and the social media participation guidelines, may be grounds for remediation or failure of the course as determined by the course director in consultation with the Assistant Dean for the Clinical Curriculum.

GRADE APPEALS:

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. Within five (5) school days after the receipt of the grade, the student may appeal in writing to the responsible Course director any assigned grade that they dispute. See handbook for details of the process.

Students are expected to review and be familiar with the student handbook in general.

<https://health.usf.edu/medicine/mdprogram/student-affairs/handbook>

In particular for this course students are expected to review the following areas in the handbook for specific details:

MCOM Clinical Years Monitoring Student Time Guideline

COM students are held to the same work hour guidelines as are residents, per ACGME guidelines. Students are limited to a maximum of 80 duty hours per week including in-house call, *averaged* over four weeks. Students must be given one day out of seven free from all clinical and educational responsibilities, *averaged* over four weeks. Students cannot be scheduled for in-house call more than once every three nights, *averaged* over four weeks. Students may not work more than 28 consecutive hours. Students should be given at least ten hours for rest and personal activities between daily duty periods and after in-house call. Students, residents, and faculty are not permitted to allow/require deviation from the above rules.

MCOM Medical Student Clinical Supervision Guideline

Medical students may not provide care in an unsupervised fashion. Supervisors must either hold a faculty appointment or be supervised in their teaching and assessment role by an individual who has a faculty appointment. This may include residents, fellows, and other licensed health professional faculty supervising an activity within their scope of expertise or practice. Medical students may be supervised at one of two broad levels: 1) Direct observation or 2) Immediately available indirect supervision.

Attendance

During the clinical years the student's responsibilities lie within the individual course. Attendance within a given course is a demonstration of attitude and professional behavior. This behavior impacts all members of the healthcare team, including fellow students and patients. Any absence from the course may have a direct impact on student performance, the clinical experience, the evaluation of professionalism, the overall grade, and the successful completion of the clerkship. Students who miss scheduled hours are expected to acquire the same level of competency as other students in the clerkship. Lectures, reading assignments and clinical duties will not be re-created or offset to accommodate any absences. All absences are at the discretion of the course director. Students should follow the procedure guidelines for obtaining an excused absence outlined in the handbook. The course director will use the guidelines outlined in the student handbook when determining if the absence is excused.

Residency Interviews

Students are expected to schedule residency interviews during months that they are not scheduled to have a clinical course. Student may miss up to 2 days for interviews, but those days must be made up.

Mistreatment guideline and procedure

USF Health's Morsani College of Medicine is committed to assuring a safe, encouraging, and supportive learning environment that reflects commitments to professionalism, respect, diversity, and virtues such as integrity, compassion, and kindness. All MCOM faculty and staff are expected to conduct themselves in a professional manner and contribute to creation of a culture that is supportive of learning. Mistreatment, bullying, discrimination, harassment, and sexual harassment are prohibited at MCOM. The student mistreatment policy, in accordance with LCME standard 3.6, ensures that concerns about the learning environment are promptly dealt with and resolutions reached in a fair and just manner. The College forbids any retaliatory action against students who present grievances in good faith.

The MCOM Student Mistreatment policy aims to safeguard medical students from mistreatment by any faculty member or staff associated with MCOM, including clerkship directors, attending physicians, residents, and other medical students by:

- educating members of MCOM about student mistreatment;
- prohibiting medical student mistreatment by anyone associated with MCOM;
- encouraging the early identification of medical student mistreatment as a preventative measure;
- identifying individuals to whom medical students can report mistreatment;
- requiring those who receive complaints regarding student mistreatment to report the complaint to the appropriate administrator;
- providing a confidential system for reporting mistreatment;
- assuring confidentiality to the fullest extent possible;
- assuring that all reports of mistreatment will be thoroughly and promptly addressed;
- providing an avenue for corrective action.

Reports of mistreatment will preferably be addressed within an informal framework when appropriate, but formal procedures are available for use when necessary.

MCOM is committed to preventing mistreatment of medical students through education of the MCOM community. The policy and related procedures will be disseminated among MCOM on an annual basis. Additionally, MCOM will periodically use varying methods (e.g., email, workshops, orientations) to inform medical students, faculty, and staff about medical student mistreatment and the MCOM policy on addressing mistreatment.

Professionalism guidelines and procedures

Professionalism is grounded in the fundamental values of honesty, integrity and fairness and is an essential part of the practice of medicine. Students are expected to display and will be examined by these exemplary behaviors. Students are expected to uphold their responsibility to their profession, and to appreciate that behaviors outside of the classroom and clinical learning environments can impact their progression through the program.

In addition to behavioral standards related to the medical profession, students are expected to

uphold the principles of honor set forth by the University of South Florida in The Commitment to Honor code.

Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records; or other unprofessional conduct can be grounds for dismissal and will be reviewed by the APRC.

Title IX Policy:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Diversity, Equity, and Inclusion Statement:

The vision of the Morsani College of Medicine (MCOM) Student Diversity and Enrichment programs is to encourage and promote an environment that welcomes and embraces diversity in the student body. We diligently ensure that all students feel supported and accepted in order to optimize their educational experience. USF MCOM defines diversity not solely limited to race and ethnicity, but also encompass talents, life skills and special attributes.

Should you need further assistance or more information about our many USF Health Morsani College of Medicine's diversity-driven events, outreach, and support programs, please contact the Office of Student Diversity and Enrichment at (813) 396-9944 or visit the OSDE contact page directly. More information about USF Health and its commitment to diversity [can be found here](#).

For any disputes in which a student has allegedly violated USF policies or rules, please contact [The Office of the Student Ombudsman](#), at (813) 974-0835 or [Student Conduct and Ethical Development](#), ALN 109, (813) 974-9443 for assistance.

Evaluation Compliance guideline

Student feedback is an essential component for continuous quality improvement of our teaching faculty and curriculum development. Morsani College of Medicine (MCOM) has implemented the following guidelines for all students currently enrolled:

1. Students will be required to complete a minimum of 80% of the evaluations assigned to them
2. All evaluations should be completed within 25 days upon receipt
3. Students may suspend evaluations only given the following circumstances:
 - a. The evaluation was assigned in error
 - b. The student did not spend enough time with an educator to properly evaluate them
4. At most students will be permitted to suspend up to 20% of their evaluations. Once a student exceeds a 20% suspension rate their evaluations will be reviewed on a case by case basis
5. Comments provided on evaluations should be constructive, respectful, and made in a professional manner

Please note that levels of anonymity are strictly enforced and fail safes are put into place to ensure a student cannot be identified from their evaluation.

Student evaluation completion compliance rates will be monitored on a quarterly basis and any student found to be out of compliance at the time will be required to attend a mandatory one hour session to complete any pending evaluations. Students will receive a notice via email that they are required to attend the mandatory session to complete their evaluations. Failure to complete evaluations and/or attend the mandatory sessions may result in the following disciplinary actions:

1. A written notice from the Associate Dean of Undergraduate Medical Education
2. A mandatory meeting with the Associate Dean of Undergraduate Medical Education
3. Appearance before the Academic Performance Review Committee (APRC)

**Above is a summary of the USF Student Evaluation Procedure. Please review MCOM's Student Handbook for the full text of this policy.*

Sessions Recording Policy

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Recording may be used in subsequent semester for instructional purposes in necessary. Participation in the sessions is considered consent for recording. In courses in which video of students might be captured due to online software being used, students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. A student's use of video during the session is considered consent for the video to be recorded and used as previously described.

This option to disable video will not apply to video proctored exams. Please discuss recording options with your instructor. Students may use the recordings as a resource to review content. Copying or distributing the video recordings by students is prohibited and considered a professionalism violation.

Student Accessibility and Accommodation

University of South Florida Morsani College of Medicine (MCOM) is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical).

To ensure access to this class, and program, please contact Student Accessibility Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with Student Accessibility Services as soon as they begin their program. The University of South Florida Morsani College of Medicine encourages students to access all resources available through Student Accessibility Services for consistent support and access to their programs. More information can be found online at [Student Accessibility Services](#).

LINK TO UNIVERSITY REGULATIONS AND POLICIES

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-11-008.pdf>

MCOM Program Objectives

1. Patient Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- 1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice
- 1.2 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
- 1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- 1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6 Develop and carry out patient management plans
- 1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- 1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- 1.10 Provide appropriate role modeling
- 1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications

SELECT 1.12 Perform values-based patient-centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient.

2. Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- 2.1 Demonstrate an investigatory and analytic approach to clinical situations
- 2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- 2.3 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
- 2.4 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
- 2.5 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
- 2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and Practices

SELECT 2.7 Examine national and international health systems, policy and finance.

3. Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

- 3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2 Set learning and improvement goals
- 3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- 3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
- 3.5 Incorporate feedback into daily practice
- 3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
- 3.7 Use information technology to optimize learning
- 3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals
- 3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- 3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

SELECT 3.11 Demonstrate advanced competency in self- assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these.

SELECT 3.12 Analyze a health care environment or system and recommend changes to improve patient outcomes.

4. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds

4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies

4.3 Work effectively with others as a member or leader of a health care team or other professional group

4.4 Act in a consultative role to other health professionals

4.5 Maintain comprehensive, timely, and legible medical records

4.6 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

4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

SELECT 4.8 Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or the health care system.

SELECT 4.9 Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture.

5. Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

5.1 Demonstrate compassion, integrity, and respect for others

5.2 Demonstrate responsiveness to patient needs that supersedes self-interest

5.3 Demonstrate respect for patient privacy and autonomy

5.4 Demonstrate accountability to patients, society, and the profession

5.5 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

5.6 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

SELECT 5.7 Demonstrate advanced ability in all of the above [Core Professionalism objectives], and the ability to inspire and instruct peers in these areas

6. Systems-Based Practice

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

6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty

6.2 Coordinate patient care within the health care system relevant to one's clinical specialty

6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

6.4 Advocate for quality patient care and optimal patient care systems

6.5 Participate in identifying system errors and implementing potential systems solutions

6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

SELECT 6.7 Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions.

SELECT 6.8 Strategize, practice, and advocate for quality improvement in patient care and health care systems.
SECECT 6.9 Integrate knowledge of healthcare systems into individual patient care.

7. Interprofessional Collaboration

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

- 7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- 7.2 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
- 7.3 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
- 7.4 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

SELECT 7.5 Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

- 8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- 8.2 Demonstrate healthy coping mechanisms to respond to stress
- 8.3 Manage conflict between personal and professional responsibilities
- 8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior
- 8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- 8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- 8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- 8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

SELECT 8.9 Demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these.

SELECT 8.10 Describe the basic competencies necessary for effectiveness as a potential future physician and leader.

SELECT 8.11 Implement the professional and personal development process.

SELECT 8.12 Actively participate in one's own personal and professional development through individual and group coaching.

MCOM Clinical – Specialty Track Phase Objectives

Track EPA 1.1 Student will demonstrate the ability to gather a history

Track EPA 1.2 Student will demonstrate the ability perform a physical exam

Track EPA 2 Student will demonstrate the ability prioritize a differential diagnosis following a clinical encounter

Track EPA 3: Student will demonstrate the ability to recommend and interpret common diagnostic tests

Track EPA 4: Student will demonstrate the ability to enter and discuss orders and prescriptions

Track EPA 5.1: Student will demonstrate the ability to document a clinical encounter in the patient record

Track EPA 5.2: Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis, implementation of the clinical plan and documentation.

Track EPA 6: Student will demonstrate the ability provide an oral presentation of a clinical encounter

Track EPA 7: Student will demonstrate the ability to form clinical questions and retrieve evidence to advance patient care

Track EPA 8: Student will demonstrate the ability to give or receive a patient handover to transition care responsibly

Track EPA 9: Student will demonstrate the ability to collaborate as a member of an interprofessional team

Track EPA 10: Student will demonstrate the ability to recognize a patient requiring urgent or emergent care and initiate evaluation and management

Track EPA 11: Student will demonstrate the ability to obtain consent for tests or procedures

Track EPA 12: Student will demonstrate the ability to perform procedures appropriate for their track specialty