

AY 2024-2025: OPSEF

The MS III OBSTETRICS/GYNECOLOGY, PEDIATRICS, SURGERY, EMERGENCY MEDICINE and FAMILY MEDICINE (OPSEF) block will be cover a full semester in which the student will have an opportunity to integrate teaching and learning experiences across the disciplines, observing the developmental continuum from prenatal to postnatal life and gaining an understanding of medical and surgical treatment options for patients of all ages with a variety of conditions across multiple settings. During the perinatal period, medical decisions made by the mother will impact the infant, and the medical condition of the infant can affect the health of the mother. Psychosocial aspects of the family life prior to and during the pregnancy are important aspects in the care of the child. A holistic approach is important in all disciplines. When considering treatment options, gynecologic surgeons and general surgeons take a comprehensive approach that goes beyond the operating room with attention to quality care in the pre-operative and post-operative periods. Emergency Medicine experiences will add to the student's understanding of health care across disciplines in urgent and emergent situations.

Integrated Clerkships provide added educational value by including opportunities to not only learn more about each specialty, but also obtain medical knowledge and skills on a broader and deeper level. The information learned in each specialty builds and enhances future learning as students move through the Block. Students participating in this longitudinal and interdisciplinary experience can distinguish areas in which Obstetrics/Gynecology, Pediatrics, Surgery, Emergency Medicine and Family Medicine rely on each other and on other specialties of medicine and how this collaborative relationship benefits patient care. Students will also appreciate the inter-professionalism and interdisciplinary approach as they work with and observe other disciplines, such as social work and pharmacy, to enhance patient care and safety.

The OPSEF block will be a full time clinical rotation in the format of a blended longitudinal integrated clerkship. The schedule will contain concentrated block time for inpatient rotations and blocks for ambulatory experiences. Parallel streaming of experiences during the ambulatory blocks builds on the concept of interleaving in adult learning theory. Open space is flexible time built into the calendar and can be used for study, follow-up of continuity patients or personal time.

Block Goals and Objectives

- Implement an interdisciplinary approach to patient care and function effectively on a health care team (7.2, 7.3)
- Communicate effectively with health care professionals both orally and in written documentation (4.2)
- Understand the interface between medical and surgical specialties across the spectrum of ages (2.5)

- Perform the basic evaluation and develop an initial management plan for patients of all ages who have concomitant medical and/or surgical conditions in various treatment settings (1.1, 1.2, 1.3)
- Demonstrate patient-centered care in the management of medical and surgical conditions (2.5, 1.6)
- Apply medical knowledge to form a broad differential diagnosis for patients with a variety of presentations across the lifespan (2.1, 2.2, 2.5)
- Use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process to prioritize a list of diagnostic considerations and develop a treatment plan (1.3)
- Apply evidence-based principles of clinical sciences in diagnostic and therapeutic decision making in various treatment settings (2.3)
- Understand the importance of collaborative care across specialties in medicine and with other health care professionals in improving patient safety and maximizing patient outcomes (7.2)
- Understand the health care system and explore solutions to barriers at the system level that impact primary and specialty care and referral practices (6.4)
- Through these teaching and learning experiences, students will be prepared to do well on the Obstetrics/Gynecology, Pediatric and Surgery NBME shelf-exams. (2.1, 2.2, 2.3, 2.4, 2.5)

[Block Scheduling](#)

Discipline-specific concentrated rotations in this block include Pediatric Inpatient Wards, Labor & Delivery, Gynecologic Surgery, and Surgery. During the ambulatory block, experiences are integrated across the specialties in a parallel streaming model with the goal of continuity with supervising residents and faculty. Family Medicine experiences are concentrated in the IM/Psych/FM Block but will contain some longitudinal experiences during this semester. Didactics in each block will be integrated across disciplines to the extent possible. This block achieves the goals by weaving block (shared) activities with clerkship specific activities.

Within any week, there will be some events that all students in the rotation, regardless of where they are in the block schedule, will be expected to attend. These include the orientation to the block and the weekly didactic sessions.

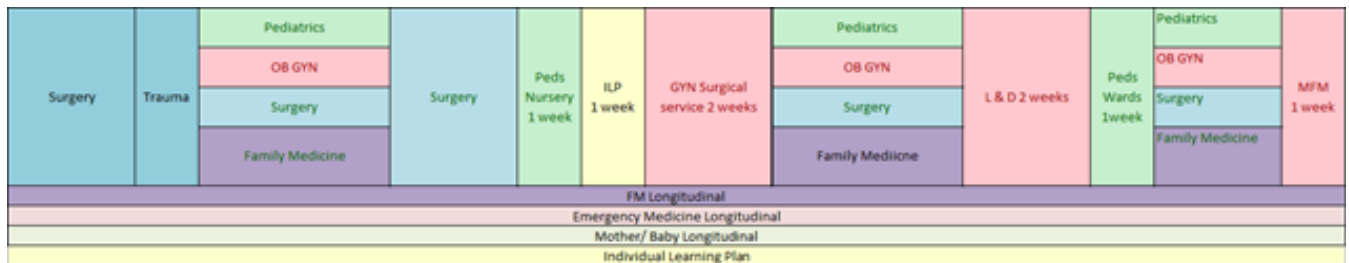
[Overview of the Block Schedule](#)

Preceding the clinical activities of each block, there will be one week of orientation and shared activities (*not shown in the diagram below*).

Following the completion of the spring semester, all students will participate in a 2 week Intersession Course that will include common learning experiences and end of year testing (not shown in the diagram below)

Please note that students will rotate through the experiences in a different order with small groups of their colleagues.

Sample Block Schedule:



Note that Intersession week/s will occur prior to and after the Block and will include orientation, shared activities and end of year testing. Please refer to the Intersession Syllabus for more details.

Academic Success and Accessibility Office

TTUHSC EP is committed to providing equal access to learning opportunities to students with documented disabilities. To ensure access to the educational opportunities in the clinical setting, please contact the **Associate Director of Academic Success and Accessibility Office (ASAO)** to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical setting. Accommodations are not provided retroactively so students are encouraged to register with **ASAO** as soon as possible. More information can be found on the **ASAO** website: <https://el Paso.ttuhs c.edu/student services/office-of-academic-and-disability-support-services/default.aspx>.

Attendance Policy (See Common Clerkship Policies for more details)

Attendance at clinical duties and didactics is mandatory. Unexcused absences will not be tolerated and may result in disciplinary action, potentially including a requirement to repeat a clinical block or rotation. Students have allotted institutional holidays as stated in the student handbook and on each academic calendar.

Students assigned to WBAMC will be excused from duty on institutional holidays. Students will be expected to work on Military Training Days that do not coincide with institutional holidays. If the clinic to which the student is assigned is closed, the student will be assigned duties on campus for the day.

Students are required to attend both the first and last days of the rotation. The only excused absences will be for interviews, illnesses (with doctor's note), or documented family emergency. Students will not be excused in order to depart for an away or international rotation.

Absences are only excused at the discretion of the Clerkship/Course Director. Commonly excused absences include:

- Illness/health care appointment
- Family Emergency
- Death in the Family
- Religious Holidays (please see the Religious Holy Days Policy in the Student Affairs Handbook)
- Presenting at a National Conference
- Interviews for Residency (MS4 only)

During the third year, a student is expected to attend all clinical and didactic activities. If a student will be absent for any activity, they must obtain approval from the Clerkship Director. *If the Clerkship Director determines that a student's absence(s) compromises the student's ability to attain the necessary competencies, they may require the student to make up days or complete alternate assignments.* If a student is required to make up time, this must be completed during unscheduled time and the hours worked must be in compliance with the duty hour policy.

[Notification of Absence \(Third and Fourth Year\)](#)

When a student is going to be absent, they are required to notify: 1) the Clerkship Coordinator BEFORE their shift or assigned duties begin. Acceptable forms of notification are: email (preferred), phone call, or text message. Please see individual Clerkship Syllabus for Clerkship-specific contact requirements.

Planned Absences:

A planned absence from a clerkship phase required activity must be reported a minimum of two weeks in advance (unless deemed unavoidable by the Associate Dean for Student Affairs and the Clerkship Director). Non-compliance shall result in the absence being counted as unplanned and potentially unexcused). The same notification rules listed in the previous paragraph apply.

[Professionalism Expectations](#)

The student will demonstrate the principles of altruism, accountability, duty, integrity, respect for others, and lifelong learning which are central to medical professionalism. These are expected throughout the clerkships. The student will demonstrate a commitment to meeting professional (clinical and educational) responsibilities and adherence to high ethical standards. The student will demonstrate behavior, demeanor, speech, and appearance consistent with professional and community standards.

Educational Professionalism – including but not limited to:

The student will:

- Be proactive and accountable for their education showing a growth mindset.

- Attend/complete all required educational (and pre-educational) activities, including credentialing documentation, clinical assignments, didactics, simulations, as well as complete preparation for activities.
- Complete all assignments in a timely manner.
- Demonstrate appropriate cell phone and laptop/tablet use – no texting, emailing, etc. when expected to be attentive to faculty/presenter.
- Update Op-Log on (at minimum) a weekly basis.
- Enter accurate duty hours daily.
- Dress and groom appropriately.
- Be respectful to all those (including other students) involved in your education.
- Manage professional biases in the educational setting.
- Commit to treat faculty, residents, staff, patients, community partners, and fellow students with respect and courtesy.
- Demonstrate flexibility and adaptability in response to changing circumstances. They will understand that schedules may need to change.
- Notify, in a timely manner, the appropriate people (e.g., team attending, team senior resident, clerkship coordinator) if they are going to be late or absent.

Clinical Professionalism - including but not limited to:

The student will:

- Interact professionally with patients, families, and team.
- Respect personal and professional boundaries.
- Be where they are supposed to be when they are supposed to be there, and be ready to learn.
- Appropriately use cell phones and laptops/tablets.
- Dress and groom appropriately.
- Display dedication to the highest ethical standards governing physician-patient relationships, including privacy, confidentiality, and the fiduciary role of the physician and health care systems.
- Manage personal biases and personal situations so as not to interfere with providing the best care to your patients and being the best team member to your team.
- Be willing to step up to the plate and do your part for your team to help with the workload.
- Demonstrate flexibility and adaptability in response to changing circumstances.
- Notify, in a timely manner, the appropriate people (e.g., team attending, team senior resident, clerkship coordinator) if they are going to be late or absent.

Failure to meet standards may result in “Needs improvement” as Professionalism competency grade and may result in being ineligible for Honors as final grade. Repeated or egregious lapses may result in failure of Clerkship.

Clerkship Director Block Huddle

The Clerkship Director Block Huddle will meet one to two times per semester, or more often if needed, to review student progress in the eight competencies outlined in the medical school’s Program Goals and Objectives. The major purpose of the Clerkship Director Block Huddle will be early intervention with feedback and remediation for students struggling with clinical skills, diagnostic reasoning and professionalism across disciplines.

Intersession/Orientation Week

Preceding the clinical activities of each block, there will be one week of orientation and shared activities to prepare students for the upcoming rotations. Topics to be covered will vary by semester and will include the following:

- Orientation to each clerkship
- Electronic Health Record introduction and training
- Scrub training
- Bladder catheterization training and competency check-off
- Suture workshop
- Pelvic and delivery simulations
- How to perform a Pediatric H&P
- Clinical Terminology
- Clinical reasoning session
- Introduction to the Individual Learning Plan

Mother Baby Longitudinal (Continuity) Experience

You will be assigned or will find one pregnant patient to follow through the antepartum, delivery and postpartum courses of pregnancy. The patient must be timed to deliver during your Clerkship Block. You will attend all of this patient's appointments (antepartum/postpartum) and the delivery of the infant, regardless of what rotation you are on. Once the child is born, you will complete the newborn H&P, and attend the infant’s appointments if the follow-up care is at TTUHSC.

You are responsible for notifying the service and the clerkship coordinators of these appointments as soon as you receive scheduling information. All patient encounters will be

appropriately documented. Notes will be turned in weekly and will be reviewed by the Clerkship Director. At the conclusion, you will reflect on the experience in writing and submit this reflection to both the Clerkship Coordinators and Directors. This activity is graded as Pass or Fail.

Note: Because of the nature of obstetrical deliveries, some experiences may not be available to all students. In the case of a missed delivery or no follow-up appointments, you must notify the Clerkship Director who will assign an alternate activity for you, which is required to be completed by the end of the clerkship block.

Block Assignments

These assignments pertain to all students across all clerkships. This is in addition to individual clerkship assignments.

Individualized Learning Plan: One week per semester is reserved for an Individualized Learning Plan. Three weeks before their scheduled ILP week, the student will need to turn in their ILP Sheet. Students will need to generate a prioritized list with 3 to 4 areas of improvement and/or Professional Development. The student will also need to generate how they plan to achieve their list and upload the plan to Elenra. The student will then be scheduled to meet with their assigned Faculty member a minimum of one week before their ILP to discuss their ILP Sheet. The student will need to generate a 5 minute annotated PowerPoint presentation describing their ILP and their achievements and provide it to the Faculty for review and approval. Once it is approved it will be uploaded by the student to Elenra for the other students that are in the same ILP week to review and comment. The week after completion of the ILP, students are required to review other students' powerpoints and ask questions or provide comments. Students will monitor their own powerpoint presentation and answer questions or respond to comments. Please refer to additional directions provided by the clerkships.

Preparation for Teaching

- Attending faculty and residents will be oriented to the experience by the Clerkship Director or their designee, and provided copies of the syllabus and forms that they will use to assess student performance.
- Residents will be required, as part of their training and orientation, to function as teachers. All residents are required to participate in a "Residents as Teachers" program that is administered by the Office of Graduate Medical Education and the Office of Medical Education. In addition, each resident will be provided copies of the Medical Student syllabus with particular emphasis on goals, objectives, and assessment methods and criteria.

[Additional Online Resources Available to Students](#)

- Online Med Ed
- Aquifer
- UWorld

[Appendices](#)

Appendix A: Block Core Didactics and Objectives **Combined Didactics will be held every Friday afternoon throughout the Clerkship* (generally 1:00 P.M. – 5:00 P.M.). All necessary reading material will be provided prior to scheduled lecture via email or on Elentra.

(1.1-1.10, 2.1-2.6, 3.1-3.5, 4.1-4.3, 5.1-5.7)

Appendix B: Quick guides and Assignment Guidelines

Appendix C: Block Op-Log Guidelines and Requirements

Appendix D: Assessment forms

[Block Faculty and Resident contact information – See Elentra](#)

[Block Grading Policy Overview](#)

- Assessment forms used during the clerkship are located in Appendix D
- Each clerkship director or assistant will conduct a mid-clerkship evaluation. It will consist of an in person meeting and is an opportunity for students to receive feedback to improve their performance and voice any concerns regarding the clerkship.
- Students will be scheduled on Elentra and will also receive a calendar invite with specific clerkship details and requirements needed by scheduled meeting date. Please refer to the Mid-Clerkship and Final Assessment forms in Appendix D for details.
- Please see the Common Clerkship Policies for more detail regarding final grades.