



Course Name: General Obstetrics 4th Year Sub-Internship, Department of OBGYN

Elective Coordinator:

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Goal: The goal of this sub-internship is to prepare students applying to a residency in OBGYN with the basic skills needed on Labor & Delivery.

Description: This elective is a sub-internship in general obstetrics. The student will be on Labor & Delivery for one month (two weeks on days and two weeks on nights). There will be two 24hr call shifts the student must complete; this will occur the 1st and 3rd Friday of the rotation, with the exception some weekends fall on a holiday. The student will be part of the admitting team and work closely with the residents in caring for laboring patients. The student will participate in vaginal deliveries and assist in Cesarean sections. In addition, the student will rotate through triage.

Academic Success and Accessibility:

Office of Accessibility Services

TTUHSC EP is committed to providing access to learning opportunities for all students with documented learning disabilities. To ensure access to this course and your program, please contact the Office of Accessibility Services (OAS) by calling 915-215-4398 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 OAS as soon as possible. More information can be found on the OAS website:
<https://elpaso.ttuhs.edu/studentservices/accessibility/default.aspx>

STATEMENT OF ACCOMMODATION FOR PREGNANT AND PARENTING STUDENTS

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, Texas Tech University Health Sciences Center El Paso offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy are encouraged to communicate their needs with their faculty and/or program for academic support. Students may also contact Norma Fuentes, the Manager of Accessibility and Student Advocacy, to discuss support options. She will work with the institution's designated Pregnancy and Parenting Liaison to ensure equal access to the University's education program or activity. Please email norma.fuentes@ttuhsc.edu or call 915.215.4398. Students may also submit a [Pregnancy & Parenting Support form](#) to request assistance.

For more information, please refer to [Texas Tech University System Regulation 07.15 – Pregnancy and Parental Status.](#)

Counseling Assistance

TTUHSC EP is committed to the well-being of our students. Students may experience a range of academic, social, and personal stressors, which can be overwhelming. If you or someone you know needs comprehensive or crisis mental health support assistance, on-campus mental health services are available Monday- Friday, 9 a.m. - 4 p.m., without an appointment. Appointments may be scheduled by calling **915-215-TALK (8255)** or emailing support.elp@ttuhsc.edu. The offices are located in MSBII, Suite 2C201. Related information can be found at <https://elpaso.ttuhscep.edu/studentservices/student-support-center/get-connected/> Additionally, the National Suicide Prevention Lifeline can be reached by calling or texting **988**.

Reporting Student Conduct Issues:

Campus community members who observe or become aware of potential student misconduct can use the [Student Incident Report Form](#) to file a report with the Office of Student Services and Student Engagement. Student behaviors that may violate the student code of conduct, student handbook, or other TTUHSCEP policies, regulations, or rules are considered to be student misconduct. This includes, but is not limited to, plagiarism, academic dishonesty, harassment, drug use, or theft.

TTUHSC El Paso Campus CARE Team:

The university CARE Team is here to support students who may be feeling overwhelmed, experiencing significant stress, or facing challenges that could impact their well-being or safety. If your professor notices any signs that you or someone else might need help, they may check in with you personally and will often connect

you with the CARE Team. This is not about being “in trouble”—it’s about ensuring you have access to trained professionals who can offer support and connect you to helpful resources. Additionally, if you have any concerns about your own well-being or that of a fellow student, please don’t hesitate to reach out to let your professor know. You can also make a referral to the CARE Team using [CARE Report Form](#). Your health, safety, and success are our top priorities, and we’re here to help.

Learning Objectives of the Obstetrics/Gynecology sub-internship rotation corresponding to the PLFSOM Institutional Learning goals and objectives. 1- Patient Care

Goal: Provide patient-centered care that is compassionate, appropriate and effective.

Objectives:

- a. Demonstrate proficiency in coordinating a comprehensive and longitudinal patient care plan through documenting a complete history, physical examination, laboratory data and images (1.1, 1.2)
- b. Prioritize tasks for daily patient care in order to utilize time efficiently (1.3,1.4)
- c. Patient notes and presentations are accurate, organized and focused (1.1, 4.4)
- d. Interpret laboratory data, imaging studies, and other tests required for the area of practice (1.3)
- e. Develop appropriate differential diagnosis and management plan using the given patient information and following the up-to-date scientific evidence (1.2)
- f. Recognize life threatening conditions and patients requiring immediate attention (1.5)
- g. Communicate effectively with the patients and families, involving the patients in decision making, and providing them with preventive health care services (1.6, 1.7)
- h. Demonstrates the ability to write and discuss admission orders using treatment guidelines and algorithms (1.2)
- i. Recognizes when a patient’s condition or preferences requires deviation from general treatment guidelines and algorithms (1.2)

Assessment:

1. Clinical performance as evaluated by supervising residents and faculty.
2. Admission History and Physical Examination, and daily progress notes (SOAP notes), evaluated by the direct supervising faculty.
3. 1 (One) written order set for admission of a patient seen during rounds. Due during mid-clerkship feedback.
4. 1 (One) discharge summary due by mid-clerkship feedback.
5. One assessment of hand-off/transition of care.

2- Knowledge for Practice

Goal: Demonstrate Knowledge of established and evolving knowledge in OBGYN and apply this knowledge to patient care.

Objectives:

- a. Demonstrate knowledge of health problems, risk factors, and treatment strategies of commonly encountered health conditions (2.4, 2.6)
- b. Apply basic and updated evidence based medicine to patient care (2.2, 2.3)

Assessment

1. Clinical evaluations

3- Practice-Based Learning and Improvement

Goal: Demonstrate the student's ability to continuously improve patient care based on self-evaluation and feedback.

Objectives:

- a. Identify and address self-limitations (3.1)
- b. Accept feedback from faculty and residents, and continue to work on self-improvement (3.3)
- c. Use the available resources and references to access evidence based medicine to solve clinical problems (3.4,3.5)

Assessment:

1. Clinical evaluations

4- Interpersonal and communication skills

Goal: Demonstrate the ability of effectively communicate with Patients, families and health care professionals.

Objectives:

- a. Communicate effectively with patients and patient's family members (4.1)
- b. Communicate effectively with physician and non-physician members of the health-care team and consultants (4.2)

Assessment:

1. Clinical evaluations

5- Professionalism

Goal: Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.

Objectives:

- a. Demonstrate sensitivity to cultural issues and to patient preferences and incorporate knowledge of these issues into discussion with patients (5.1)
- b. Show respect for patient autonomy and the principle of informed consent (5.2)

- c. Demonstrate respect for patient's rights and confidentiality (5.2)
- d. Show respect for, and willingness to, assist all members of the health care team (5.3)
- e. Demonstrate compliance with local and national ethical and legal guidelines governing patient confidentiality in both written documentation and verbal communication with the patient's family members (5.5)
- f. Respect time, and meet all the academic commitments during the rotation (5.7)

Assessment:

- 1. Clinical evaluations

6- System-Based Practice

Goal: Demonstrate the ability to use the system resources to provide optimal care.

Objectives:

- a. Access the clinical information system in use at the site of health care delivery (6.1)
- b. Coordinate care plan, involve social workers when needed, to reduce risks and costs for the patients (6.3)
- c. Demonstrate the ability to work effectively with physician and non-physician members of the health care team including nursing staff, physician assistants and nurse practitioners, social workers, therapists, pharmacists, nutrition support staff and discharge planners (6.4)
- d. Demonstrates the ability to organize and prioritize information for handover communication

Assessment:

- 1. Clinical evaluations

7- Inter-professional Collaboration

Goal: Demonstrate the ability to engage in an Inter-professional team in a manner that optimizes safe, effective patient and population-centered care"

Objectives:

- a. Recognize one's own role as well as the roles of other health care professionals (7.1, 7.2)
- b. Engage effectively as a team member during daily rounds and be able to manage conflicts appropriately (7.3, 7.4)

Assessment:

- 1. Clinical evaluations.

8- Personal and Professional Development

Goal: Demonstrate the qualities required to sustain lifelong personal and

professional growth.

Objectives:

- a. Recognize when to call a consult for a patient (8.1)
- b. Identifies one's limitations and seek self-improvement through problem identification and critical appraisal of information (8.1, 3.1)
- c. React appropriately to stressful and difficult situations (8.2, 8.3)
- d. Demonstrate improvement following mid-rotation feedback (3.1)

Assessment:

1. Clinical evaluations.

Assignment Responsibilities for the OBGYN Sub-Internship Rotation:

The student will be assigned weekly readings. A quiz will be administered each Friday during didactics.

Week 1:

ACOG Practice Bulletin 106: Intrapartum Fetal Heart Rate Monitoring:

Nomenclature, Interpretation, and General Management Principles

ACOG Practice Bulletin 116: Management of Intrapartum Fetal Heart Rate Tracings

Week 2:

ACOG Practice Bulletin 107 Induction of Labor (August 2009, Reaffirmed 2015)

ACOG Practice Bulletin 171 Management of Preterm Labor (June 2012, Reaffirmed 2014)

ACOG Practice Bulletin 217 Pre-labor Rupture of Membrane

Week 3:

Williams Obstetrics 24th Edition, Chapter 27 Vaginal Delivery

How to write a delivery note-mini lecture and quiz

Week 4

Williams Obstetrics 24th Edition, Chapter 30 Cesarean Delivery

How to place admission orders- mini lecture and quiz

How to dictate an operative report-mini lecture and quiz

Op-Log Requirements: We expect that students will document a minimum of performing five vaginal and assisting five C-Section deliveries per one month rotation for the OBGYN Sub-Internship.

Additional Material: Included in the Sub-I Study Packet.

Clerkship Guide To Success Rx

Writing 101

How to Identify an Emergent Situation

Surgical Instrument Flash Cards

Suture Types

Mid-Rotation Evaluation will include review of Delivery Log, documentation and clinical evaluations. One written order set, one discharge summary and one assessment of hand-off/transition of care are due by mid-clerkship. Students must also have no less than 3 evaluations from faculty/residents before mid-clerkships evaluation.

OBGYN CLERKSHIP: Evaluation of Student

MS4 Mid-Clerkship Assessment Form

Completes an appropriate history			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Addresses patient's agenda			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Exam is appropriate in scope.			
Rarely (< 50%)	Most of the time (50 to 80%)	Consistently (>80%)	Cannot assess
Independently performs exam with proper technique.			
Rarely (< 50%)	Most of the time (50 to 80%)	Consistently (>80%)	Cannot assess
Identifies pertinent physical findings.			
Rarely (< 50%)	Most of the time (50 to 80%)	Consistently (>80%)	Cannot assess
Develops a treatment plan, incorporating biopsychosocial issues, appropriate to the patient.			
Rarely (< 50%)	Most of the time (50 to 80%)	Consistently (>80%)	Cannot assess
Appropriately documents findings.			
Rarely (< 50%)	Most of the time (50 to 80%)	Consistently (>80%)	Cannot assess
Can independently apply knowledge to identify problems			
Rarely < 50%	Most of the time 50 - 80%	Consistently >80%	Cannot assess
Demonstrate sensitivity, compassion, integrity, and respect for all people			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Presentations to faculty or resident are organized.			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations

Demonstrates knowledge of current peer-reviewed literature in relation to patient management.			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Takes the initiative in increasing clinical knowledge and skills			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Effectively utilizes medical care systems and resources to benefit patient health.			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Is reliable and demonstrates accountability to patients and fellow members of the health care team.			
N/A	Needs Improvement	Meets Expectations	Exceeds Expectations

Demonstrates compassion and respect for all people	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Demonstrates honesty in all professional matters.	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Protects patient confidentiality	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Dress and grooming appropriate for the setting.	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Works professionally with other health care personnel including nurses, technicians, an ancillary service personnel.	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Is an important, contributing member of the assigned team	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations

Functions effectively as a team member by preparing for collaborative experiences.	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Recognizes when to take responsibility and when to seek assistance.	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Demonstrates flexibility in adjusting to change.	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
Demonstrates the ability to employ self-initiated learning strategies when approaching new challenges, problems, or unfamiliar situations.	N/A	Needs Improvement	Meets Expectations	Exceeds Expectations
OpLog - Discuss student's oplog documentation and any areas where the student does not appear on track. Identify date when student should come back to see you if he/she has not yet met the requirements				

Areas that would yield the greatest improvement in the student's skills	
Please discuss the student's 2-3 strongest performance areas	
Planned date of discussion	
Actual date of discussion	
I have discussed this assessment with the student.	
<input type="radio"/> Yes	<input type="radio"/> No

Grading System: Honors/Pass/Fail.

The student will be evaluated on the core competencies of ACGME:

1. Medical Knowledge
2. Patient Care
3. Professionalism
4. Interpersonal Communication
5. Practice-Based Learning
6. System-Based Learning

It is the student's responsibility to obtain evaluations from residents and faculty. Students must have no less than 3 evaluations before mid-clerkships evaluation. Clinical Encounter Document (Cards) will be provided to students, it is the responsibilities of the student to have a Faculty member fill it out. Clinical cards must be handed to clerkship coordinator. Student must provide no less than 2 clinical cards. There will be a mid-clerkship evaluation given at the end of the 2nd week. A final Sub-Internship Clerkship evaluation will be given the last week of the rotation.

OBGYN SUB-I Evaluation/L&D

Clinical Encounter: _____

Date: _____

Observed: _____

Location: _____

Evaluation Scale: 1) Below Expectations 2) Meets Expectations 3) Exceeds Expectations

1. Medical Knowledge	1.	2.	3.
2. Clinical Reasoning	1.	2.	3.
3. Verbal Communication	1.	2.	3.
4. Team Work	1.	2.	3.
5. Professionalism	Below Expectations	Meets Expectations	

OBGYN Daily Student Evaluation/L&D

Comments (Mandatory):

Was verbal feedback given to student: _____ (yes) (no) _____

Evaluator Name: _____

Sign: _____

Absence Policy: During your Sub-Internship (**fourth year**) a student is expected to attend all clinical, didactic and lab simulation 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 going to be absent, they are required to notify: 1) the **Clerkship/Sub-I Coordinator BEFORE their shift begins**. Acceptable forms of notification are: email (preferred) and/or phone call. In the event of an emergency that results in an absence from Sub-Inter duties, the student must notify the Clerkship Coordinator AND the Office of Student Affairs as noted above as soon as possible.

If you are ill or unable to attend due to an unforeseen emergency, please contact the SubI Director. We look forward to you seeing on Labor & Delivery.

If any issues arise, please feel free to contact the SubI Director.

Preparation for Teaching

Attending faculty and residents will be oriented to the experience by the OB/GYN Sub Internship 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. In addition, each resident will be provided copies of the Medical Student syllabus with particular emphasis on goals, objectives, and assessment methods and criteria.