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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: **BMED**

COLLEGE OF: **BIOMEDICAL SCIENCE—MEDICAL EDUCATION PROGRAM**

RECOMMENDED COURSE IDENTIFICATION:

PREFIX BMS COURSE NUMBER 7130 LAB CODE (L or C)

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE Obstetrics and Gynecology Clerkship

EFFECTIVE DATE

(first term course will be offered)

CREDITS: **6**

TEXTBOOK INFORMATION:

Obstetrics and Gynecology for Medical Students Beckman and Ling 5th edition LWW

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR **X** PASS/FAIL SATISFACTORY/UNSATISFACTORY

COURSE DESCRIPTION, NO MORE THAN 3 LINES: THIS COURSE WILL INCLUDE HOSPITAL AND CLINIC EXPERIENCES RELATED TO OBSTETRICS AND GYNECOLOGY. IMPORTANT CONCEPTS RELATED TO LABOR AND DELIVERY, OFFICE PRACTICE AND GYNECOLOGICAL SURGERY ARE INCLUDED.

PREREQUISITES W/MINIMUM GRADE: *

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

* DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: **M. D.**

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

 TBA
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

| | | |
|---|--|---|
| <p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p> | <p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p> |
|---|--|---|

Email this form and syllabus to diamond@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAU Medical Education Program. 2013-2014

Syllabus :

1. **Course title** : Obstetrics and Gynecology Clerkship

Course number: BCC 7130

Number of credit hours: 6

Lecture/small group Hours: up to 4 hrs/week at Bethesda Memorial Hospital, per Blackboard.

Clinical Hours: up to 80 hrs/week at BMH, community physician offices, as indicated in Blackboard

Students must follow the same duty hour rules followed by residents. Duty hours must not exceed 80 hours/week, averaged over a four-week period. Students must have one day (24 hrs) in seven free from all clinical/educational responsibilities, averaged over a four-week period.

Dress Code:

Professional clinical dress is required at all times. Suggested dress for women is dress, skirt, and blouse, or dress pants. Suggested dress for men is shirt, tie, and dress pants. White coats should be worn at all times and must be clean. The regional campus-issued white coat can be worn.

FAU Medical Education Program and hospital identification badges must be worn at all times.

2. Course prerequisites:

Accepted for matriculation in the FAU Medical Sciences program. Students must have passed the step 1 of the LCME accrediting examination.

3. Course logistics:

a. term:

b. not an online course

c. location: appropriate hospital wards and clinics.

4. Instructor information:

Course Director: TBA

Course support: Bethesda Clerkship Program Assistant
Ms. Sarah Mueller
Office: BMH, lower level
Phone: 561-292-4891
Fax: 561-374-5769
E-mail: fau.smueller@fau.edu

Please note: Any official student communication from the director or program assistant will be sent via e-mail to students at their FAU e-mail addresses. *If students would like to meet with the course director, they must call or e-mail the course director to schedule an appointment.*

5. TA contact information:

N/A

6. Course description:

Rationale:

The Continuity Medicine Curriculum uses a chronic illness model and an integrated patient care approach to prepare students for medical practice.

The curriculum continues to place a priority on active, collaborative, learner-centered methodologies to prioritize the knowledge, skills and attitudes required of physicians to practice in today's health care system.

The clerkships of the Bethesda experience will overall allow students to follow their patients through their care and treatment and participate in the medical, surgical, diagnostic and therapeutic aspects of the care required for management of acute and chronic illnesses. Students will continue to spend time with their Integrated Patient Care community preceptor following their patient panel and other patients presenting with acute and chronic illnesses.

Clinical experiences are designed to emphasize interdisciplinary, team-based, complex disease management with a major focus on continuity care, health maintenance and disease prevention. The third year clerkships will strive to not only integrate the basic and clinical sciences, but also the behavioral and social sciences with continued emphasis on these areas:

- Humanistic medicine
- Professionalism
- Reflective Practice and Self-Improvement
- Quality Improvement and Outcomes Management
- Patient Safety
- Information Management and Evidence Driven Decision Making
- Comprehensive Chronic Disease Management
- Inter-professional Care and Teamwork
- Population Based Medicine

The objectives for the clerkship are derived from the clerkship objectives on the main campus. The practice of obstetrics and gynecology requires clinical work in an office, hospital based and operating room setting, so students will be assigned to a preceptor for two weeks to gain experience in those settings. The clerkship discipline coordinator is familiar with the individual preceptors involved. All faculty have participated in faculty development sessions to orient them to the FAU Medical Education Program goals, expectations for student learning and performance, as well as assessment of student clinical performance.

Clerkship activities:

Prior to day 1 of the clerkship, students are expected to contact their assigned preceptor to arrange for a precise time and meeting place. Contact information for the preceptors is posted on Blackboard under "Handouts and links". The clerkship will consist of three rotations. Students will spend two out of the six weeks in an office-based setting, ob-gyn surgical service and obstetrics service, where each student will be assigned to a clerkship faculty.

Students are expected to accompany their preceptor to the hospital for rounding and other clinical activities related to their census of patients.

Typical 2-week rotation schedule:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|------------------------------------|------------------------------------|------------------------------------|----------------------------------|------------------------------------|
| AM | Private practice and/or Bethesda | Private practice and/or Bethesda | Private practice and/or Bethesda | Private practice and/or Bethesda | Private practice and/or Bethesda |
| PM | Private practice and/or Bethesda** | Private practice and/or Bethesda** | Private practice and/or Bethesda** | Academic half day* | Private practice and/or Bethesda** |

* Week 4: PS4 curriculum.

** Students are expected to work with the preceptor as much as possible, but this time may be used for the IPC4 community preceptor visit.

Students will meet with the clerkship discipline coordinator on a weekly basis during the weekly Thursday academic half-day. The first meeting is introductory while the following weeks are organized around group discussion of case presentations. Presentations selected by the student will derive from patients in whose care the student has been involved. One or two may be standardized cases assigned to cover topics less commonly encountered in the patient population.

Thursday academic half-days are dedicated to the faculty interaction with the entire clerkship group. Traditional lectures, case based discussion, and some time for small group break outs are among the formats. Many lectures include review of cases THAT ARE REQUIRED to complete your curriculum for this clerkship. Inability to attend these lectures FOR ANY reason will result in an incomplete for the clerkship until remediated by additionally assigned clinical contact or completion of a written assignment.

All students will submit a case summary and journal club project centered on a patient in whose care the student was significantly involved from the inpatient or ambulatory setting.

The case write-up patient must be different from the primary case presentation selected for the academic half-day.

Didactic topic schedule:

The lecture and didactic schedule to support this clerkship is outlined below. Please consult Blackboard for supporting materials, times and locations. There may be occasional changes in the order of this outline.

| Clerkship Week | Lecture Topic |
|-----------------------|---|
| Week 1 | Student report/journal club Preterm Labor/Premature Rupture of Membrane Hypertensive Disorders in Pregnancy Gestational diabetes |
| Week 2 | Student report/journal club Infertility Polycystic ovarian syndrome |
| Week 3 | Student report/journal club Cervical Dysplasia (Pap and HPV) Pelvic relaxation/urinary incontinence |
| Week 4 | Student report/journal club OSCE Physicianship Skills 4 |
| Week 5 | Student report/journal club Family planning/contraception Abnormal uterine bleeding |
| Week 6 | No academic half-day activities |

Specific student responsibilities:

- **Online patient log documentation of clinical exposure:** Students are required to document all significant clinical experiences during the clerkship in the CMC ob-gyn clerkship log posted on Blackboard.
- **Mid-Clerkship Evaluation:** Students will meet with the Clerkship ob-gyn coordinator for regular feedback session which may include:
 - Brief clinical evaluation from preceptor identifying areas where improvement is needed
 - Review of clinical caseload to ensure compliance with clinical exposure requirements by the completion of the clerkship.
 - Any students exhibiting substandard clinical performance will be provided a plan toward remediation and improved performance.
- **Format for journal club project:**

Each student is required to submit the printed project at 5pm on the Friday of week 4 to the OME to (Ms. Mueller) during the clerkship.

The organization follows the following elements:

1. Background
2. What is the research question?
3. What are the predictor variables (primary and secondary)?
4. Define the study population, cases, controls, etc
5. What are the inclusion and exclusion criteria?
6. Methods: study design, blinding, randomization, power analysis
7. Statistical methods used
8. Results
9. Strength and weaknesses
10. Do the results answer the research question?

• **Student report:** At each academic half-day weekly, students will be asked to volunteer to orally present patients, abnormal laboratory results, or other aspects of a patient's care for relevant interactive discussion.

Students will be expected to organize their discussions according to these categories, where applicable:

- Diagnostic criteria
- Epidemiology
- Natural history
- Pathophysiology
- Clinical presentation
- Physical findings
- Differential diagnosis
- Diagnostic testing
- Therapeutic management

7. Course objectives/student learning outcomes:

Competency Based Objectives:

The objectives for the regional campus clerkship are aligned with those of the corresponding disciplines of the main campus. In addition, objectives specific to the Continuity Medicine Curriculum (CMC) have been added, to continue the emphasis on chronic illness and care.

The objectives continue to be presented in the context of the six ACGME competencies that provide the framework for graduate medical education. Each competency can be specifically mapped back to the institutional objectives of the FAU Medical Education Program and of the CMC (found on Blackboard).

Student skills, behaviors and knowledge related to the objectives will be assessed by faculty in different ways and at different times in the clerkship, as described in the assessment section of this document.

I. Patient Care

Overall objective:

By the completion of the clerkship, the student will demonstrate the ability to obtain a complete obstetric and gynecologic age-appropriate history and perform the physical examination which elicits information necessary for diagnosis and treatment.

Gynecology Specific Objectives

- Students should be able to conduct a focused history of a patient presenting for an annual gynecological exam.
- Demonstrate effective interview skills, including appropriate initiation of interview, establishment of rapport, appropriate use of open-ended and closed questions, techniques for asking "difficult" questions, clarification skills, and appropriate summation and closing of interview.
- Students should learn how to perform a breast exam.
- Students should learn how to perform a pelvic exam including a review of the external genitalia, speculum exam, collection of PAP smear and cultures, and bimanual exam.

Obstetrics Specific Objectives

- Be able to diagnose pregnancy by history, physical exam, and laboratory values.
- Know the components of routine antepartum and postpartum care.
- Perform a basic vaginal delivery.
- Differentiate between normal and high risk circumstances in pregnancy based on history, examination and laboratory studies and recognize the appropriate clinical care steps to follow.
- Understand the conditions that require the performance of a cesarean delivery.

II. Medical Knowledge

Overall Objective

Students are expected to complement their clinical experience in the office and on the wards with independent study. Students will also receive formalized didactic training once per week given by the faculty.

Gynecology Specific Objectives

- Understand the hormonal relationships of the menstrual cycle and their relationship to normal and abnormal uterine bleeding.
- Identify the differing problems and gynecologic issues as they are encountered in the stages of a woman's life span.
- Develop familiarity with the anatomy of the lower genital tract, external genitalia, and pelvic viscera in women.
- Learn the common gynecologic neoplasms, their clinical presentation and the principles of staging and treatment of common gynecologic malignancies.
- Learn the differential diagnosis for common conditions including abnormal bleeding, acute pelvic pain, vaginal discharge, menopausal symptoms, chronic pelvic pain and dyspareunia.
- Learn mechanisms of action, efficacy, benefits and risks of available contraceptive methods and apply to the counseling of patients to maximize continuation and successful use.
- Learn the methods of prevention and early detection of sexually transmitted infections and cervical dysplasia.
- Assess a patient for peri-menopausal or menopausal symptoms and learn the indications for menopausal hormone therapy.

Obstetrics Specific Objectives

- Identify the major physiologic changes of pregnancy.
- Identify the basic concepts of fetal-placental function.
- Know the three stages of labor and the management of normal vaginal delivery
- Develop familiarity with the techniques of antepartum fetal assessment and their indications.
- Understand the implications of the following acute conditions for the mother and the fetus: multiple gestation, pre-eclampsia/eclampsia, preterm rupture of membranes and preterm labor
- Understand the implications of the following chronic conditions for the mother and the fetus: chronic hypertension, diabetes mellitus, substance abuse
- Know the differential diagnosis for first and third trimester bleeding and post-partum hemorrhage
- Understand the principle of simultaneous consideration of fetal and maternal risks in the management of high risk pregnancy over the course of gestation.
- Understand the principles of assessing the effects on the developing fetus of chronic maternal disease, genetic conditions, medications, and environmental exposures.
- Know the procedural approach to the cesarean section.

III. Practice Based Learning

Overall Objective

Students should understand the importance of their own self evaluation and evaluation of the medical literature in an effort to improve patient care.

Specific Objective:

- Reflect on their clinical practice, and utilize feedback from faculty and preceptors to improve their performance.

IV. Interpersonal and Communication Skills

Overall Objective

As part of the learning experience in the clerkship, students will develop their communication skills in both patient encounters as well as communication with colleagues and other health care professionals.

Specific objectives

- Establish communication and rapport with patients to obtain a history and explain all findings and treatments to the patient in easy to understand terminology.
- Students will present each patient encounter to an attending physician in a concise organized fashion starting with the history of present illness.
- Review a journal article of original research to answer a clinical question encountered during the clerkship for oral presentation to students and faculty.

V. Professionalism

Each student will be evaluated based on professionalism. Professionalism will be evaluated based on the guidelines set forth by the Association of Professors of Gynecology and Obstetrics:

- **Respect:** Demonstrate respect for yourself, for those with whom you work and study, and for patients. Signs of respect include professional grooming and dress, as well as how, where, and when you talk to and about your patients.
- **Confidentiality:** Law and professional codes of conduct dictate keeping written and verbal patient information confidential. You must refrain from accessing patient information (manually or electronically) unless you are a member of the patient's primary health care team.
- **Responsibility:** As a medical student, you are responsible for your actions, both clinical and academic. You are responsible for your education, including self-directed learning and meaningful participation in group activities. You are responsible for complying with institutional policies and following institutional procedures. Finally, you are responsible for addressing conflicts or problems as they arise, with involvement of appropriate authorities as necessary.
- **Integrity:** Be honest with yourself, your colleagues and your patients in intellectual, clinical and personal pursuits.
- **Timeliness:** Being timely in completion of your tasks is a crucial part of being an effective physician. Complete tasks on or before deadlines and respond to pagers, e-mails and other forms of communication as soon as possible.
- **Reflection:** Professional behavior requires active reflection on your actions, experiences and emotions. Discussing specific events and your responses to them with peers and mentors can be extremely helpful. Expect to make errors, both because you are a learner and because you are human. The key is learning from your mistakes.
- **Communication:** Legible writing enhances patient care. Communicate concisely and clearly, both verbally and in writing. Include your name and indicate your student status in all of your notes.

VI. Systems Based Practice

Overall Goal

By the completion of the clerkship, the student will recognize the importance of interdisciplinary collaboration in optimizing clinical outcomes for patients, work effectively with other health professionals, and demonstrate knowledge of the role of obstetrics and gynecological care in the broader community and health care system.

- work effectively in various health care delivery settings and systems ;
- coordinate patient care within the health care system relevant to obstetrics and gynecology ;
- incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate ;
- advocate for quality patient care and optimal patient care systems ;
- work in interprofessional teams to enhance patient safety and improve patient care quality;
- participate in identifying system errors and implementing potential systems solutions.

Online patient log documentation of clinical exposure:

Students are required to document all significant clinical experiences during the clerkship in the CMC ob-gyn clerkship log posted on Blackboard. The log will be reviewed periodically by the clerkship discipline coordinator to monitor progress, and if necessary, arrange for additional clinical experiences.

The following diagnoses are the experiences and procedures that students must log, in addition to logging demographic and social elements:

| |
|--|
| Labor and delivery |
| <input type="radio"/> Interpretation of fetal heart rate tracing |
| <input type="radio"/> Normal Spontaneous Vaginal Delivery (observed) |
| <input type="radio"/> Normal Spontaneous Vaginal Delivery (performed) |
| <input type="radio"/> Observe Cesarean Delivery |
| <input type="radio"/> Post partum tubal ligation |
| <input type="radio"/> Repair of perineal laceration/episiotomy |
| <input type="radio"/> Review stages of labor with L&D personnel |
| Office practice |
| <input type="radio"/> 1st trimester ultrasound |
| <input type="radio"/> 2-3rd trimester Ultrasound |
| <input type="radio"/> Breast Exam |
| <input type="radio"/> Colposcopy |
| <input type="radio"/> Endometrial Biopsy |
| <input type="radio"/> IUD insert/check |
| <input type="radio"/> Pap Smear |
| <input type="radio"/> Pelvic Exam |
| <input type="radio"/> Pelvic Ultrasound (non pregnant patient) |
| <input type="radio"/> Prenatal Visit |
| Operative gynecology |
| <input type="radio"/> Abdominal hysterectomy (total and supracervical) |
| <input type="radio"/> Anterior/posterior repair |
| <input type="radio"/> Cervical cancer (surgical treatment) |
| <input type="radio"/> Cystourethroscopy |
| <input type="radio"/> Incontinence procedure (i.e. tension free vaginal tape, Burch colposuspension) |
| <input type="radio"/> Laparoscopic assisted vaginal hysterectomy |
| <input type="radio"/> Laparoscopic removal of adnexal structures (oophorectomy, cystectomy, salpingectomy) |
| <input type="radio"/> Ovarian, fallopian tube, primary peritoneal malignancy (staging surgery) |
| <input type="radio"/> Radical hysterectomy |
| <input type="radio"/> Sacrocolpopexy |
| <input type="radio"/> Sacrospinous ligament fixation |
| <input type="radio"/> Surgical treatment of ectopic pregnancy |
| <input type="radio"/> Uterine malignancy (staging surgery) |
| <input type="radio"/> Vaginal hysterectomy |

| |
|---|
| <input type="radio"/> 2nd and 3rd trimester bleeding |
| <input type="radio"/> Abnormal uterine bleeding |
| <input type="radio"/> Acute pelvic pain |
| <input type="radio"/> Breast disease |
| <input type="radio"/> Cervical dysplasia/abnormal PAP smear |
| <input type="radio"/> Chronic Pelvic Pain |
| <input type="radio"/> Diabetes in pregnancy |
| <input type="radio"/> First trimester bleeding |
| <input type="radio"/> Hypertensive disorders of pregnancy (including preclampsia and eclampsia) |
| <input type="radio"/> Infertility |
| <input type="radio"/> Menopause/perimenopause |
| <input type="radio"/> Post partum care |
| <input type="radio"/> Preterm Labor |
| <input type="radio"/> Sexual dysfunction |
| <input type="radio"/> Urinary dysfunction |
| <input type="radio"/> Vaginitis |

8. Course evaluation method:

Examination Policy:

Assessment in the clerkship:

During the clerkship, each student will meet half-way with each clerkship discipline coordinator for a feedback session. All attending evaluations, patient logs, and participation in didactic sessions will be reviewed.

Clinical Faculty Evaluation:

A Clinical Performance Evaluation by Faculty Preceptor will be filled out on each student every two weeks by the assigned preceptor. Taken together, these forms will help the clerkship discipline coordinator assign a grade for this component of the clerkship.

Skills assessment:

During week 4, each student will be scheduled for an objective structured clinical examination (OSCE). The focus will be assessment of the pelvic examination skills using pelvic models. The OSCE will take place at the Simulation Centre at Research Park.

Expectations for the NBME Subject Examination in ob-gyn:

Students are expected to prepare independently. All examinations will be administered in the Biomedical Sciences building on the dates and times of week 6 of the clerkship posted on Blackboard. A student must sit for all examinations as scheduled. *A student must obtain permission for an excused absence from the clerkship medicine coordinator* and notify the Assistant Dean for Student Affairs prior to the time for sitting for a scheduled examination. In the event of a personal emergency, the course clerkship medicine coordinator and the Assistant Dean for Student Affairs must be notified of the absence as soon as possible. A missed examination will be rescheduled at the discretion of the clerkship medicine coordinator, at a time that does not interfere with other clinical work. Unexcused absences will result in a grade of zero (0) for the missed examination.

Performance in all aspects of the clerkship will be monitored:

| | |
|--|-----|
| Clinical Performance Evaluation by Faculty Preceptor | 30% |
| OSCE | 25% |
| NBME Subject Examination in OB-Gyn | 20% |
| Case summary/journal club assignment | 15% |
| Student report/Participation: | 10% |

Passing/failing/remediation policies

Students are to refer to The Student Rights and Responsibilities Handbook (on Blackboard).

Students are expected to achieve all of the following to pass the clerkship:

1. Achieve a score equal to or greater than 70 based on the clerkship grading policy.
2. For the NBME Subject exam, the student must pass, defined as scoring at or above the 5th percentile nationally compared to first takers at a similar period of the academic year.
3. Receive an overall "Fulfills CC3 expectations" rating for the aggregate Clinical Performance Evaluation.
4. Pass the observed clinical exam at a minimum of 70%
5. Obtain a minimum of 70% on the written case reports
6. Attend all lectures or make-up absences with assigned work designated by clerkship discipline coordinator.
7. Completion of the patient logs in Blackboard.

If a student fails to achieve any of the above, an Incomplete grade for the clerkship will be assigned. If the NBME subject exam is below the 5th percentile, the student will be required to re-take the exam within 14 weeks of notification, unless approved to take it later by the Clerkship Discipline Coordinator. If the exam is passed on the second try, the overall grade will not change (i.e., only the first score will be used in determining the overall grade), and a "D" will be assigned. If a score at or above the 5th percentile on the second attempt is not achieved, a "F" grade will be assigned and remediation (which may include repeating the entire clerkship) will be determined by the Clerkship Discipline Coordinator in conjunction with the Junior/Senior Promotions Committee.

Students are to refer to The Student Rights and Responsibilities Handbook (on Blackboard).

9. Course grading scale:

A = 93-100; A- = 90-92; B+ = 88-89; B = 83-87; B - = 80-82;
C+ = 78-79; C= 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 59 and below.

10. Policy on makeup tests, etc.

The FAU Medical Education Program faculty and administration agree that student attendance and participation in all scheduled learning sessions are important to students' academic and professional progress, and ultimate success as physicians.

11. Special Course requirements:

Attendance Policy:

Attendance at all activities is mandatory.

For an absence to be excused, a request must be made to the Clerkship Discipline Coordinator(s). Only a Clerkship Discipline Coordinator can excuse an absence. No missed work associated with a specific session can be made up without loss of credit for satisfactory completion unless an excused absence has been granted.

Repeated unexcused absences from required curricular activities may result in disciplinary action, up to and including dismissal from the FAU Medical Education Program.

Course and Faculty Evaluation:

The FAU Medical Education Program highly values the process of formal program evaluation and feedback. FAU Medical Education Program students are required to complete all course evaluations and program evaluation surveys distributed by the medical education administration.

Grades and transcripts may be held for failure to submit required surveys.

Evaluations should be constructive, to help improve individual faculty's teaching, and the content and format of the courses.

Moreover, the timely completion of evaluations at the level of undergraduate medical education assists students in developing the administrative and organizational skills required throughout their academic and professional career. We appreciate your completing evaluations to help continue with improvement of the learning experiences and environment for all students.

12. Classroom etiquette policy:

Students should be considerate of each other by switching his/her cell phone to vibrate during all teaching activities.

If a telephone call is of an emergency nature and must be answered during class, the student should excuse him/herself from the lecture hall before conversing.

Laptop computer use should be limited to viewing and recording lecture notes rather than checking e-mail, playing or viewing other distracting websites. Students may be asked by faculty to turn off laptops during any session where group participation is required (such as PBL and wrap-up sessions).

13. Disability policy statement:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) –in Boca Raton, SU 133 (561-297-3880)—and follow all OSD procedures.

14. Honor code policy:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic irregularities:

1. The use of notes, books or assistance from or to other students while taking an examination or working on other assignments, unless specifically authorized by the instructor, are defined as acts of cheating.
2. The presentation of words or ideas from any other source as one's own is an act defined as plagiarism.
3. Other activities that interfere with the educational mission of the University.

For full details of the FAU Honor Code, see University Regulation 4.001 at www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

The Code of Honorable and Professional Conduct should serve as a guide to medical students in matters related to academic integrity and professional conduct. The Code of Honorable and Professional Conduct provides a mechanism for peer evaluation of student conduct which the FAU faculty and administration believe is an essential component of medical education and development of medical students.

15. Required texts/readings:

All the textbooks listed below will be available at the FAU Bookstore at the beginning of the academic year.

| | Author | Publisher |
|-----------------------------------|---------|--|
| Managing Contraception 2007-2009 | Various | Available for free in a PDF format at www.managingcontraception.com |
| CDC STD treatment Guidelines 2006 | Various | http://www.cdc.gov/std/treatment/2006/toc.htm |

The following are textbooks that students may elect to purchase. Students are encouraged to purchase the textbooks independently to obtain the best pricing.

| Title | Author | Publisher |
|--|--|--------------------|
| Obstetrics and Gynecology for Medical Students | Beckman and Ling 5 th edition | Williams & Wilkins |

Suggested Texts:

Students may find the following helpful reference sources.

16. Web-based postings on Blackboard:

Students are encouraged to use their laptop as much as possible in order to access resources, logs and other resources.

Please refrain from checking personal e-mails during teaching periods. Please put your cell phone or other device on “vibrate” to minimize disruption.

Please be punctual as a courtesy to your patients, staff, faculty and colleagues.

| | | | | | |
|----------------------------------|-----|------------------------------|-----|----------------------|-----|
| Academic half-day Handouts | Yes | Academic half-day Objectives | Yes | Exams | No |
| Required Activities [‡] | Yes | Grades | Yes | Additional Materials | Yes |
| Procedure logs | Yes | Patient logs | Yes | Evaluation forms | Yes |

[‡] Students should note that clinical schedules have been entered for each student in Blackboard. The schedule indicates where students need to be: the start-end times of clinical activities are subject to change.

For example, a community preceptor session may be listed as 8:00 a.m. to 12:00 p.m. The actual time is potentially different, such as 7:45 a.m. to 11:45 a.m. or 8:00 a.m. to 12:15 p.m. The time of the activity is defined by the attending physicians and supersedes only the timing listed in Blackboard.

17. Course topical outline, including dates:

Content outline:

Please refer to Blackboard for up-to-date information and session-related objectives and handouts.

Study Habits:

A major contribution to your learning is active engagement, which includes participation in the learning of other students and interaction with the instructors. Students are expected to be proactive and to access the Blackboard system to review items associated to individual sessions.

Learning in the field of medicine is a life-long endeavor that is not only necessary, but can and should be fun. One of the most important factors for learning is curiosity and sometimes, the best way to keep this curiosity stimulated is through our interaction with colleagues and peers. When learning in small groups, we have a chance to try to explain topics to each other, brainstorm solutions together, give each other constructive feedback, and support and validate each other. We encourage balancing studying alone with learning in small groups. It is important to develop a study routine to avoid “putting things off” and “cramming” and to minimize the stress we may add to our lives in that way.

Independent Study Time:

Independent Study Time allocated within the day time schedule is provided for students, on average about 9 hours per week.

Students are expected to use this time to further their learning. The time should be used for independent study or with peers. It is an opportunity to seek out faculty to interact with them outside the formal teaching setting. Since the PBL small-group format requires that students research learning objectives, the time may be used to prepare for the subsequent sessions. Finally, the time may be used to work on assignments, problem-solving cases, off-campus visits or other tasks that are required by the courses.

Occasionally, some Independent Study Time sessions may be used for curriculum-related activities (e.g. standardized examinations): notice will be given as early as possible for these occasions.

Course and Faculty Evaluation:

FAU highly values the process of formal program evaluation and feedback. FAU students are required to complete all course evaluations and program evaluation surveys which are the Students Perception of Teaching (SPOT).

Grades and transcripts may be held for failure to submit required surveys. Evaluations should be constructive, to help improve individual faculty's teaching, and the content and format of the courses.

Moreover, the timely completion of evaluations at the level of undergraduate medical education assists students in developing the administrative and organizational skills required throughout their academic and professional career. We appreciate your completing evaluations to help continue with improvement of the learning experiences and environment for all students.