



Obstetrics, Gynecology and Women's Health Clerkship

OBST 7500

AY 2026

SYLLABUS STATEMENT

This course was designed by a team of faculty utilizing evidence-based design processes. The purpose of this syllabus is to provide clarity about course expectations and pertinent contact information. Consider using this document as a guide for the course and to provide transparency and accountability for all.

COURSE DESCRIPTION

On this four week rotation, you will have the opportunity to learn and acquire the skills to provide both obstetrical and gynecological care to pregnancy-capable persons throughout all stages of life. Although you may not ultimately enter the field of obstetrics and gynecology, you will continue to use the lessons of the clerkship rotation throughout your medical career and therefore it is important that you understand the foundation of this clerkship.

The Department of Obstetrics, Gynecology, and Women's Health places medical students at 15 different hospital sites. The number of patients seen, the types of problems encountered, and the number of gynecological and obstetrical procedures done will vary by site and by time of year. Even though the types of experiences you and your classmates have will vary, each site is operating under the same set of goals and objectives set forth by our department.

Depending on your site, you may be part of a team-based approach to medicine while working on Labor & Delivery, Gynecologic Surgery, and OBGYN Clinic rotations; or you will be assigned to an individual preceptor. At all sites, students will

participate in deliveries, surgery, and clinical procedures. Students will be expected to either take call shifts approximately every fourth night or complete a night float schedule during their rotation depending on their assigned site.

For the OB/GYN Clerkship, our expectation is that you develop competence in eliciting a complete OB/GYN history and develop skills in completing sensitive breast and pelvic exams in a safe environment.

CANVAS SITE

[OBST 7500: Obstetrics, Gynecology and Women's Health Clerkship \(2026\)](#)

CLERKSHIP DIRECTOR

[Role descriptions & how they can assist](#)

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CLERKSHIP COORDINATOR

[Role descriptions & how they can assist](#)

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REFERENCES & ALIGNMENT TO GRADUATION REQUIREMENTS

Institutional Goals & Objectives	Entrustable Professional Activities	Methods of Instruction
UMN Competencies Required for Graduation	Refer to EPAs	Refer to AAMC Categories

CLERKSHIP CURRICULUM ALIGNMENT TABLE (see [APPENDIX A](#))

Learning in this clerkship should be directed toward the following outcomes. Overall, the course uses the following Methods of Assessment and Instruction. The detailed alignment table may be found in [Appendix A](#).

Methods of Assessment - Formative & Summative	Methods of Instruction
<i>Clinical Documentation Review (AM001)</i> <i>Clinical Performance Rating/Checklist (AM002)</i> <i>Exam, Nationally Normed/Standardized, Subject (AM 008)</i> <i>Narrative Assessment (AM010)</i> <i>Oral Patient Presentation (AM011)</i> <i>Participation (AM012)</i>	<i>Case-Based Instruction/Learning (IM001)</i> <i>Clinical Experience - Ambulatory (IM002)</i> <i>Clinical Experience - Inpatient (IM003)</i> <i>Concept mapping (IM004)</i> <i>Discussions (IM007, IM008)</i> <i>Independent learning (IM010)</i> <i>Lecture (IM013)</i> <i>Patient presentation (IM015, IM016, IM031)</i> <i>Peer teaching (IM017)</i> <i>Problem-based learning (IM019)</i> <i>Reflection (IM020)</i> <i>Self-directed learning (IM023)</i> <i>Team-based learning (IM026)</i> <i>Team-building (IM027)</i> <i>Tutorial (IM028)</i> <i>Workshop (IM030)</i>

GRADING AND ASSESSMENT

Graded Element Description	Summative or Formative	Timing	Minimum Passing Score
Shelf Exam	Summative	Final Friday of the rotation	60
Quality Improvement Initiatives (QIs)	Formative	Throughout clerkship	10/20 for each QI
Clinical Skills Assessment (CSAs)	Summative	Mid-CSA due 2nd week of rotation; Final CSA due fourth week of rotation	Average score ≥ 3.5
Threshold Element Description	Summative or Formative	Timing	Passing Requirements
Required Clerkship Encounters (RCEs)	Formative	Throughout clerkship	Complete all OBST designated RCEs
Entrustable Professional Activities (EPAs)	Formative	Throughout clerkship	Complete 12 EPAs, including EPA 1
Trauma-Informed Care in Obstetrics Didactic	Formative	First day of rotation	Attend/participate in

			session
Problem Based Learning Cases (PBLs)	Formative	Scheduled by facilitator/site	Attend/participate in both sessions
Ethics Discussion	Formative	Third or fourth week of rotation; scheduled	Attend/participate in session

- **Shelf Exam:** Score 60 or higher on the Obstetrics and Gynecology NBME subject exam, held remotely on the final Friday of the rotation
- **Quality Improvement Initiatives (QIs):** Score must be at least 10 out of 20
 - Cervical cancer screening and breast cancer screening are two essential components of preventive care in women's health. During your clinical OB/GYN experience, you are to identify 2 patients who are not up-to-date or due for cervical cancer screening and breast cancer screening, respectively. You will be evaluated on your correct interpretation of age-based screening recommendations, description of the screening recommendations, and ability to translate the screening guidelines into effective patient education
- **Clinical Skills Assessment (CSAs):** Complete Mid-Clerkship CSA and Final CSA, final average CSA rating must be 70% or higher
 - **Mid-Clerkship CSA:** Completed during the second week of the rotation. Must be done face-to-face or via Zoom. You may choose either a resident, faculty, or site director to complete your mid-clerkship review. Be sure to include a review of your EPA and RCE dashboards. (Reminder: Students are required to complete 12 EPAs, including EPA 1, during the clerkship)
 - **Final CSA:** Completed during the fourth week of the rotation. Must be face-to-face with your site director. IF time is not set in your schedule, please set the time with your site director at the beginning of the clerkship. EPAs should be reviewed at the time of the final CSA assessment.
- **Required Clerkship Encounters (RCEs):** Complete each of the following RCEs, observing a related condition
 - **Disorders of labor:** fetal distress, hypertensive disorder of pregnancy, placental abruption, post-dates pregnancy
 - **Disorders of menstruation:** premature/preterm rupture of membranes (PROM/PPROM), amenorrhea (primary or secondary), dysmenorrhea
 - **Disorders of pregnancy:** menorrhagia, gestational diabetes, placenta previa, preeclampsia
 - **Family planning and management:** abnormal labor, abortion care, fertility concerns, miscarriage management, preconception counseling
 - **Labor and delivery:** Cesarean section, vaginal delivery
- **Entrustable Professional Activities (EPAs):** Complete 12 EPAs total, including EPA 1
- **Trauma-Informed Care in Obstetrics Didactic:** Attend and participate in the session. Participation in related research study is NOT required for clerkship purposes, but greatly appreciated for future learners! A missed session due to an excused absence will be allowed a make up through written interpretation of the case. Prepare for the session by accessing the pocket guide for trauma history screening posted on Canvas to use during the interactive component of the session.
- **Problem Based Learning Cases (PBLs):** Attend and participate in both sessions. Four gynecological and four obstetric cases with questions will be reviewed and discussed in order to develop communication, problem-solving skills, and clinical medicine knowledge. Pass/Fail assessment is determined by the PBL instructor's review and evaluation based on attendance, participation, and preparedness. A missed session

due to an excused absence will be allowed a make up by submitting answers to the PBL questions for that session within one week of missed session.

- **Ethics Discussion:** Attend and participate in the session. A missed session due to an excused absence will be allowed a make up through written interpretation of case(s). Prepare for discussion by reading the article posted on Canvas.

COURSE GUIDELINES AND POLICIES

- **Attendance Requirements**
 - **Excused Absences:** Please see the Medical School's [Attendance Requirements and Excused Absence Policy](#) for details/process related to absences. Requests for an approved absence should be submitted a minimum of three weeks in advance of the start of the rotation, except in cases of unexpected illness or emergencies (e.g., family or personal crises). Requests for approved absences are submitted directly to the Clerkship Director and Clerkship Coordinator
 - In cases of unexpected illness or emergencies, the request for an approved absence should be submitted as soon as reasonably possible, preferably prior to the indicated shift. In addition, the student should make every effort to contact all individuals who may be impacted by their absence (e.g., Site Director, Supervisor). This includes requests to miss/reschedule an assessment (ie, quizzes, practicals, and examinations).
- **Policy Regarding Shelf Exam Delays:**
 - Exam delays are not granted in this course in general. Delays for the purposes of providing additional preparation time for this course or any other course, as well as preparation for USMLE exams, are not permitted. Any student who does not take an exam as scheduled will receive a failing grade on the exam.
 - In the rare event that a delay may be considered for extraordinary circumstances, the reason for delay must at minimum also meet at least one of the requirements for excused absences by medical school [policy](#) and be approved by the clerkship director prior to the day of the exam. Meeting this minimum requirement does not guarantee an approved delay. If a delay of the exam has been granted, the student must work with the clerkship coordinator to reschedule the exam within a timeframe approved by the clerkship director. The student will also need to submit an "Incomplete Grade Contract" per medical school [policy](#). Failure to comply with these steps will result in a failing grade on the exam.
- **Policy for First Time Shelf Exam Failure:** Students who fail to pass the shelf exam with a 60 or better on their first attempt are eligible to retake the shelf exam within 60-90 days from the last day of their course. An incomplete contract must be completed for any exam retake. A second failure will result in a course failure.
- **Policy for Course Failure:**
 - If a student fails the clerkship solely due to not passing the shelf exam in the two attempts given (no clinical or professional concerns), they will have an additional two attempts to pass the shelf exam alone upon re enrollment in the course
 - If a student fails the clerkship due to clinical and/or professional concerns (but passed the shelf exam within 2 attempts) they must repeat the 4 week clinical course alone upon re enrollment in the course
 - If a student fails the clerkship due to both clinical and/or professional concerns AND a shelf failure after two attempts, the student must take the 4 week clinical course and pass the shelf exam in an additional two attempts upon reenrollment in the course
- **Course Evaluation Requirements**

- Student course evaluations represent an important contribution to the educational stewardship of the U of MN Medical School. Each year, the curriculum is carefully re-evaluated in the light of specific student suggestions, and student feedback is taken very seriously. Therefore, completing the course evaluation for each course is a required professional expectation of medical students. The Course Evaluation is open for approximately two weeks following the end of the course, and must be completed in the CoursEval system while it is open.

Remediation	Students who fail to meet the minimum requirements for passing this course will have their performance reviewed by a campus-specific Scholastic Standing Committee (SSC). SSC will determine eligibility for make-up, retakes, or a different path of remediation. Grading & Grade Appeals information
Mistreatment	Mistreatment and Harassment Policy and Reporting Information
Professionalism	Student Conduct Code
Intellectual Responsibility	Procedures for Reporting Ethics Violations to the Peer Review Committee can be found here , in the event that a student, faculty, or staff member witnesses a violation of the Statement of Intellectual Responsibility .
Disability Resources	Accommodation information: Duluth: DRC website , umddr@d.umn.edu , 218.726.6130 Twin Cities: DRC website , drc@umn.edu , 612.626.1333 If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the campus-specific DRC office to arrange a confidential discussion regarding equitable access and reasonable accommodations.
All Medical Education Policies	Medical Education Policies
*Syllabus Change	Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

APPENDIX A: CLERKSHIP CURRICULUM ALIGNMENT TABLE

Clerkship Learning Goal	Aligned Learning Objective	Assessment Method (AAMC AM)	Course Activity (AAMC IM)	Graduation Competencies and Subdomains	Entrustable Professional Activities (EPAs)
Gather a history and perform a physical exam appropriate to the situation.	Develop competence in the medical interview and physical examination of pregnancy-capable persons, including performing a breast/chest and pelvic examination.	AM001: Clinical Documentation Review AM002: Clinical Performance Rating/Checklist AM010: Narrative Assessment AM011: Oral Patient Presentation	IM002: Clinical Experience - Ambulatory IM003: Clinical Experience - Inpatient IM008: Discussions IM016: Patient presentation IM028: Tutorial IM030: Workshop	Patient Care (PC1) Practice-Based Learning and Improvement (PBLI1, PBLI2) Interpersonal and Communication Skills (ICS1, ICS2, ICS3) Professionalism (P1, P2, P4, P6)	1, 5, 7, 12
Develop and implement patient-centered care management plans. Know how to obtain informed consent for tests, procedures, and treatment options.	Propose preventative care for women/pregnancy-capable persons and applicable, age-appropriate screening.	AM002: Clinical Performance Rating/Checklist AM010: Narrative Assessment AM011: Oral Patient Presentation	IM001: Case-Based Instruction/Learning IM002: Clinical Experience - Ambulatory IM008: Discussions IM016: Patient presentation IM019: Problem-based learning	Patient Care (PC1, PC5) Knowledge for Practice (KP1, KP2) Practice-Based Learning and Improvement (PBLI3, PBLI4) Professionalism (P3)	3, 7, 9
Recommend and interpret common diagnostic and screening tests.	Recommend and interpret common diagnostic outcomes based on the physiological changes of pregnancy.	AM002: Clinical Performance Rating/Checklist AM008: Exam, Nationally Normed/Standardized, Subject	IM001: Case-Based Instruction/Learning IM002: Clinical Experience - Ambulatory	Patient Care (PC2) Knowledge for Practice (KP2) Scientific and Clinical Inquiry	2, 3, 6, 7, 12

		AM010: Narrative Assessment AM011: Oral Patient Presentation	IM003: Clinical Experience - Inpatient IM019: Problem-based learning	(SCI1)	
Understand the general procedures of a physician and perform as appropriate to learner level. Appreciate the importance of patient-centered healthcare.	Observe and participate in prenatal, intrapartum and postpartum care for birthing persons.	AM002: Clinical Performance Rating/Checklist AM010: Narrative Assessment AM012: Participation	IM001: Case-Based Instruction/Learning IM003: Clinical Experience - Inpatient IM028: Tutorial IM030: Workshop	Patient Care (PC3, PC4, PC6) Knowledge for Practice (KP1) Practice-Based Learning and Improvement (PBLI4) Interpersonal and Communication Skills (ICS1, ICS2, ICS3)	3, 4, 5, 6, 7, 8, 9, 10, 12
Develop and prioritize a differential diagnosis following a clinical encounter. Develop and implement patient-centered care management plans.	Formulate a differential diagnosis and management plan for common, benign gynecologic conditions.	AM002: Clinical Performance Rating/Checklist AM008: Exam, Nationally Normed/Standardized, Subject AM010: Narrative Assessment AM011: Oral Patient Presentation	IM001: Case-Based Instruction/Learning IM008: Discussions IM019: Problem-based learning	Patient Care (PC3, PC4, PC5, PC6) Knowledge for Practice (KP1, KP2) Practice-Based Learning and Improvement (PBLI4, PBLI5)	2, 3, 4, 12
Understand the general procedures of a physician and perform as appropriate to learner level. Appreciate the importance of	Demonstrate perioperative care and familiarity with gynecological procedures.	AM002: Clinical Performance Rating/Checklist AM008: Exam, Nationally Normed/Standardized, Subject AM010: Narrative Assessment	IM001: Case-Based Instruction/Learning (IM001) IM002: Clinical Experience - Ambulatory IM003: Clinical	Patient Care (PC2) Knowledge for Practice (KP1, KP2) Practice-Based Learning and Improvement	3, 7, 9, 11, 12

patient-centered healthcare.		AM012: Participation	Experience - Inpatient	(PBLI1, PBLI4, PBLI5)	
Understand and demonstrate clinical skills that provide culturally responsive patient care. Appreciate the importance of patient-centered healthcare. Recognize and explore how physicians' personal attitudes and values might differ from their professional expectations and responsibilities.	Provide culturally competent care for pregnancy-capable persons across the lifespan including diverse ethical and social perspectives.	AM002: Clinical Performance Rating/Checklist AM010: Narrative Assessment AM012: Participation	IM001: Case-Based Instruction/Learning IM002: Clinical Experience - Ambulatory IM003: Clinical Experience - Inpatient IM007, IM008: Discussions IM013: Lecture IM019: Problem-based learning IM023: Self-directed learning IM026: Team-based learning	Knowledge for Practice (KP3) Interpersonal and Communication Skills (ICS3) Professionalism (P1, P2, P3, P4, P6) Personal and Professional Development (PPD1, PPD2)	9, 11, 13