



# Student's Handbook

## PROFESSIONAL EXCHANGE PROGRAM - IFMSA PROGRAM IN OBSTETRICS AND GYNECOLOGY



Dear Student and Doctor,

This Student Handbook is part of the IFMSA official documentation system, and has been reviewed by Prof. Hamid Rushwan, Chief Executive of FIGO (International Federation of Gynecology and Obstetrics).

Please complete it in throughout the clerkship as it is one of the requirements to receive an official IFMSA Certificate for the exchange.

Name of the Student	
Nationality	
Hosting Hospital	
Hosting Department	
Supervising Doctor	
Start Date	
End Date	



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# Introduction to IFMSA

The International Federation of Medical Students' Associations (IFMSA) is a non-profit, non-governmental and non-partisan organization that represents medical student associations internationally. IFMSA was founded in 1951 and is one of the world's oldest and largest student-run organizations. It represents, connects and engages every day with medical students from 124 national member organizations in 116 countries around the globe with the goal of shaping a sustainable and healthy world.

IFMSA envisions a *"world in which all medical students unite for global health and are equipped with the knowledge, skills and values to take on health leadership roles locally and globally"*. IFMSA unites medical students worldwide to lead initiatives that positively impact the communities we serve. IFMSA represents the opinions and ideas of future health professionals in the field of global health, and works in collaboration with external partners. IFMSA builds capacity through trainings, projects and exchange opportunities, while embracing cultural diversity.

Our work is divided into four main global health areas: public health, sexual reproductive health, medical education, and human rights and peace. Furthermore, each year, we organize 14,000 clinical and research exchanges in order for our students to explore innovations in medicine and health care systems in different settings.

IFMSA is also officially recognized by the United Nations as the voice of international medical students, and has official relationships with major UN agencies, such as the World Health Organization (WHO), UNESCO, UNAIDS, UNHCR and UNFPA, as well as key supporters like the World Medical Association (WMA). This has ensured that IFMSA's role as a major partner when it comes to issues relating to global health, internationally and locally.

# Introduction to SCOPE

The first standing committee within IFMSA was the Standing Committee on Professional Exchange (SCOPE) in 1951. It began with only 8 European countries, but has since grown into one of the largest student-run exchange programs in the world, with more than 1.2 million medical students from 98 National Member Organizations participating today. The SCOPE exchange program provides quality educational and cultural experiences organized entirely by medical students with the help of their medical faculties.

The main purpose of the program is *"to promote cultural understanding and cooperation amongst medical students and all health professionals, through the facilitation of international student exchanges. SCOPE aims to give all students the opportunity to learn about global health, and attains this partly by having its exchanges accredited by medical faculties across the world"*.

Since 1951 until today, more than 250,000 students went on exchange with SCOPE, in 98 National Member Organizations and 923 Local Committees & universities around the world.

For more information, visit the IFMSA website:

[www.ifmsa.org](http://www.ifmsa.org)

# Letter to the Student



Dear Student,

Thank you for choosing IFMSA and SCOPE for your clerkship in a Gynecology and Obstetrics Department.

You are participating in the largest student run exchange program. As such, most of the work for your exchange has been done by your fellow colleagues, who have volunteered time out of their medical curriculum to help you have a memorable exchange opportunity. You will experience great hospitality, an excellent chance to discover a new health care system and have a wonderful opportunity to meet new friends from around the world. However, we would like to draw your attention to the fact that this exchange is first and foremost an educational opportunity. As such, we urge you to act in consequence. You are requested to actively attend at least 80% of your rotation, to have an active participation in the plan of care of patients, to fill out the evaluation form in the ifmsa.org database and to fill out this student's handbook, that has been reviewed by Prof. Hamid Rushwan, Chief Executive of FIGO (International Federation of Gynecology and Obstetrics).

To increase your chances of getting credits and recognition for your exchange, you are requested to:

- Arrange to meet the professor from your home institution before the departure to discuss expectations and goals of the clerkship and add any additional objectives in the appropriate section of this handbook.
- Add your own personal objectives in the appropriate

section of this handbook and self-evaluate them throughout the exchange.

- Arrange to meet your supervising doctor on the first day of exchange to discuss expectations and goals of the clerkship and add any additional objectives in the appropriate section of this handbook.
- Self-evaluate yourself and fill out the handbook according to the expectations of your home faculty and your supervising doctor.
- Ensure that you “meet the expectations” of the supervising doctor in order to get the certificate of your clerkship signed by the supervisor.
- Fill out the electronic Evaluation Form (EF) available at the IFMSA database (ifmsa.org) at the end of the exchange.
- Present the signed handbook, certificate and the report of your internship to your local exchange officer when you return from your exchange.

Enjoy your exchange!

# Letter to the Professor from the Home Institution



Dear Doctor,

We would like to thank you for taking part in the largest student-run exchange program in the world by allowing your student to participate in an exchange in a Gynecology and Obstetrics department.

The exchange program of the IFMSA (International Federation of Medical Students' Associations) is a non-profit and volunteer project run by students, for students. With over 11,000 students participating in an exchange per year, it represents a great opportunity for foreign and local students, as well as for our faculties and health care institutions, to share medical knowledge in a professional context.

Your student will have a high quality and unforgettable experience by acquiring new skills and knowledge and contrasting cultural differences within his or her hosting country.

In order to ensure that our student gets the best out of the clerkship during the exchange, we kindly ask that you:

- Meet with the student before the departure to discuss expectations and goals of the clerkship and add any additional objectives in the appropriate section of this handbook. Please note that this handbook has been developed with the help of Prof. Hamid Rushwan, Chief Executive of FIGO (International Federation of Gynecology and Obstetrics), to make sure it meets the requirements of a student exchange in a Gynecology and Obstetrics department.
- Meet with the student after the exchange to review the outcomes of the experience and the overall evaluation of the objectives and goals set before.

We hope that this clerkship will be a memorable experience for our students. Thank you for your cooperation.

# Letter to the Supervising Doctor



Dear Doctor,

We would like to thank you for participating in the largest student-run exchange program in the world.

The exchange program of the IFMSA (International Federation of Medical Students' Associations) is a non-profit and volunteer project run by students, for students. With over 11,000 students participating in an exchange per year, it represents a great opportunity for foreign and local students, as well as for our faculties and health care institutions, to share medical knowledge in a professional context. As a tutor, you are invited to participate in this unique experience sharing knowledge and contrasting cultural differences by guiding the foreign student during his or her practice in order to make the exchange a high quality and unforgettable experience.

In order to ensure that our student gets the best out of the clerkship with your department and to provide feedback about the placement, we kindly ask that you:

- Meet with the student at the beginning of the clerkship to discuss expectations and goals of the clerkship and add any additional objectives in the appropriate section of this handbook. Please note that this handbook has been developed with the help of Prof. Hamid Rushwan, Chief Executive of FIGO (International Federation of Gynecology and Obstetrics), to make sure it meets the requirements of a student exchange in a Gynecology and Obstetrics department.
- Review the self-evaluation of the student and evaluate him/her in the appropriate sections of this handbook.
- Sign the certificate of clerkship if the student has met your expectations.

We hope that this clerkship will be a memorable experience for you as much as for our students. Thank you for your cooperation.

# Global Health Learning Objectives

Within SCOPE, we strongly believe that international exchanges have a great impact on medical students' understanding of Global Health issues and therefore contribute to their Global Health education. The three upcoming exchange seasons 2016-2019 will be oriented around one specific Global health topic which is Social Determinants of Health

In order to achieve this goal, we recommend that you take a bit of time to consider the objectives below and research some of the health issues that your host country faces and how this contrasts with your own country.

- 1 To know the primary health concerns and basic epidemiology of the host country and how it differs from the home country.
- 2 To understand the structure of the health care system in the host country and how it is funded.
- 3 To have a knowledge of the medical education system in the host country.
- 4 To observe professional and doctor-patient relationships in the host country and compare them to the home country.
- 5 Identify any differences in public health regionally and nationally in the host country.

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*"Global health is an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. Global health emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration; and is a synthesis of population-based prevention with individual-level clinical care"*

*"The Social Determinants of Health are the conditions in which people are born, grow, live, and work. They also represent the social, political, cultural and environmental factors which influence individual and group differences in health status. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities - the unfair and avoidable differences in health status seen within and between countries.*

*Health equity and social determinants are acknowledged as a critical component of the post-2015 sustainable development global agenda and of the push towards progressive achievement of universal health coverage (UHC)."*

# Learning Skills First Two Weeks of Clerkship\*

*\*To be completed by the student and reviewed by tutor at the end of the 2<sup>nd</sup> week*

Date	Learning Experience/Skill	Hours attended

Signature of Tutor:



# Learning Skills

## Last Two Weeks of Clerkship\*

*\*To be completed by the student and reviewed by tutor at the end of the exchange*

Date	Learning Experience/Skill	Hours attended

Signature of Tutor:

# Checklist for Gynecology & Obstetrics Rotations\*

\*To be completed by the student and reviewed by tutor throughout the exchange  
Please check mark (✓) the corresponding box

Instructions:

- If the student is not allowed to perform one of the actions (e.g. level of study not sufficient), please check mark the box "Does not apply"

Item	Performance					Comments
	Does not apply	Observes	Assists	Does under supervision	Does individually	
Taking history						
Physical examination	Head & Neck					
	Chest					
	Abdomen					
	Gynecological					
	Extremities					
Diagnosis & Differential Diagnosis						
Treatment Plan						
Commenting on Laboratory Results						
Screening for Cervical Cancer						
Normal Child Birth						
Caesarian Section						
Endometrium Biopsy						
Amniocentesis						
Hysteroscopy						
Monitoring the Normal Pregnancy						
Monitoring Puerperal Women						
Interpretation	X-rays					
	CT Scan					
	MRI					
	Sonography					

Signature of Tutor:

# Checklist for Gynecology & Obstetrics Rotations\*

*\*To be completed by the student and reviewed by tutor throughout the exchange  
Please check mark (✓) the corresponding box*

**Instructions:**

- If the student is not allowed to perform one of the actions (e.g. *level of study not sufficient*), please check mark the box "Does not apply"

Item	Performance		
	Yes	No	Comments
Family Planning Consultation			
Menopause Consultation			
Pregnancy Risk Consultation			
Disorders of the Genital Cycle Consultation			
Sexually Transmitted Diseases			
Benign Gynecological Diseases			
Malign Gynecological Diseases			

Signature of Tutor:

# Tutor's Evaluation of Student's Performance at the End of the Exchange

Instructions to the Supervising Doctor:

- Please read through the handbook to assess whether the student has fulfilled the expectations.
- In order for the student to receive a certificate of their clerkship, he/she must have at least "met expectations." If the student has done so, please also sign the additional Certificate of Clerkship in order for the clerkship to be recognized.  
Please circle as appropriate

Poor	Sub-Standard	Met Expectations	Exceed Expectations	Excellent
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- Please check mark (✓) the corresponding box in the table below.
- If the student is not allowed to perform one of the actions (e.g. *level of study not sufficient*), please check mark the box "Does not apply"

Item	Does not apply	Fail	Pass	Good	Excellent
History taking					
Physical examination					
Assessment of findings					
Planning of patient management					
Presentation and discussion of cases					
Adequacy of progress notes					
Acquisition of technical skills					
Fund of knowledge					
Use of medical literature					
Command of language					
Curiosity & motivation of learning					
Responsibility & dedication to patients					
Professional attitude & behavior					
Relation with colleagues & supervisors					
Ethical principles					
Potential for professional & academic growth					

Any areas of special weakness:

Comments:

Name of evaluator / tutor: \_\_\_\_\_

Signature:

Date: \_\_\_\_\_

# Additional Learning Objectives

## Set by the student:

*These goals are to be set by the student before the start of the exchange and should be a self-reflection and self-evaluation of the student regarding his experience.*

Instructions to the student:

1. Please write below your personal learning objectives,
2. Evaluate these objectives yourself by answering to the statement : "I met the expectations of this goal"

No	Goals	I met the expectations of this goal			
		Strongly Disagree	Disagree	Agree	Strongly Agree

## Set by the tutor/professor from the home institution:

*These goals are to be set by the professor or tutor from the home institution or university before the start of the exchange and should be evaluated by the student or tutor from the hosting institution depending on the objective at the end of the exchange.*

Instructions:

1. Please write below the objectives you expect your student to learn from the exchange,
2. Hosting tutor or student should evaluate these objectives by answering to the statement : "The student met the expectations of this goal"

No	Goals	I met the expectations of this goal				Evaluated by: Student or Tutor
		Strongly Disagree	Disagree	Agree	Strongly Agree	

Signature of Tutor:

# Additional Learning Objectives

## Set by the tutor from the hosting institution:

*These goals are to be set by the tutor from the hosting institution at the beginning of the exchange and should be evaluated by him/her at the end.*

Instructions to the tutor:

1. Please write below the objectives you expect the student to learn during the exchange,
2. Hosting tutor should evaluate these objectives by answering to the statement : "The student met the expectations of this goal"

No	Goals	The student met the expectations of this goal			
		Strongly Disagree	Disagree	Agree	Strongly Agree

Signature of Tutor:





**IFMSA**  
International Federation of  
Medical Students' Associations

Algeria (Le Souk)  
Antigua and Barbuda (AFMS)  
Argentina (IFMSA-Argentina)  
Armenia (AMSP)  
Australia (AMSA)  
Austria (AMSA)  
Azerbaijan (AzerMDS)  
Bangladesh (BMSS)  
Belgium (BeMSA)  
Benin (AEMB)  
Bolivia (IFMSA-Bolivia)  
Bosnia and Herzegovina (BoHeMSA)  
Bosnia and Herzegovina - Rep.  
of Srpska (SaMSIC)  
Brazil (DENEM)  
Brazil (IFMSA-Brazil)  
Bulgaria (AMSB)  
Burkina Faso (AEM)  
Burundi (ABEM)  
Canada (CFMS)  
Canada-Quebec (IFMSA-Quebec)  
Catalonia - Spain (AECS)  
Chile (IFMSA-Chile)  
China (IFMSA-China)  
China-Hong Kong (AMSAHK)  
Colombia (ASCEMCOL)  
Congo, Democratic Republic  
of (MSA-DRC)  
Costa Rica (ACEM)  
Croatia (CroMSIC)  
Cyprus (CyMSA)  
Czech Republic (IFMSA-CZ)  
Denmark (IMCC)  
Dominican Republic (ODEM)  
Ecuador (AEMPPI)  
Egypt (IFMSA-Egypt)  
El Salvador (IFMSA-El Salvador)  
Estonia (EstMSA)  
Ethiopia (EMSA)  
Fiji (FJMSA)  
Finland (FiMSIC)  
France (ANEMF)  
Gambia (UniGaMSA)  
Georgia (GMSA)  
Germany (BVMD)  
Ghana (FGMSA)  
Greece (HelMSIC)  
Grenada (IFMSA-Grenada)  
Guatemala (ASOCEM)  
Guinea (AEM)  
Guyana (GuMSA)  
Haiti (AHEM)  
Honduras (ASEM)  
Hungary (HuMSIRC)  
Iceland (IMSIC)  
India (MSAI)  
Indonesia (CIMSAS-ISMKI)  
Iran (IMSAS)  
Iraq (IFMSA-Iraq)  
Ireland (AMSI)  
Israel (FIMS)  
Italy (SISM)  
Jamaica (JAMSA)  
Japan (IFMSA-Japan)  
Jordan (IFMSA-Jo)  
Kazakhstan (KazMSA)  
Kenya (MSAKE)  
Korea (KMSA)  
Kuwait (KuMSA)  
Kurdistan - Iraq (IFMSA-Kurdistan/Iraq)  
Latvia (LaMSA-Latvia)  
Lebanon (LeMSIC)  
Libya (LMSA)  
Lithuania (LiMSA)  
Luxembourg (ALEM)  
Malawi (UMMSA)  
Mali (APS)  
Malta (MMSA)  
Mexico (IFMSA-Mexico)  
Moldova (ASRM)  
Mongolia (MMLA)  
Montenegro (MoMSIC-Montenegro)  
Morocco (IFMSA-Morocco)  
Namibia (MESANA)  
Nepal (NMSS)  
New Zealand (NZMSA)  
Nigeria (NiMSA)  
Norway (NMSA)  
Oman (SQU-MSG)  
Pakistan (IFMSA-Pakistan)  
Palestine (IFMSA-Palestine)  
Panama (IFMSA-Panama)  
Paraguay (IFMSA-Paraguay)  
Peru (APEMH)  
Peru (IFMSA-Peru)  
Philippines (AMSA-Philippines)  
Poland (IFMSA-Poland)  
Portugal (PorMSIC)  
Romania (FASMR)  
Russian Federation (HCCM)  
Rwanda (MEDSAR)  
Serbia (IFMSA-Serbia)  
Sierra Leone (SLEMSA)  
Singapore (AMSA-Singapore)  
Slovakia (SloMSA)  
Slovenia (SloMSIC)  
South Africa (SAMSA)  
Spain (IFMSA-Spain)  
Sudan (MedSIN-Sudan)  
Sweden (IFMSA-Sweden)  
Switzerland (swimsa)  
Taiwan (FMS-Taiwan)  
Tatarstan-Russia (TaMSA-Tatarstan)  
Tanzania (TAMSA)  
Thailand (IFMSA-Thailand)  
The Former Yugoslav Republic  
of Macedonia (MMSA-Macedonia)  
The Netherlands (IFMSA-NL)  
Tunisia (ASSOCIA-MED)  
Turkey (TurkMSIC)  
Uganda (FUMSA)  
Ukraine (UMSA)  
United Arab Emirates (EMSS)  
United Kingdom of Great Britain  
& Northern Ireland (Medsin-UK)  
United States of America (AMSA-USA)  
Uruguay (IFMSA-Uruguay)  
Uzbekistan (AMSA)  
Venezuela (FEVESOCEM)  
Zambia (ZAMSA)  
Zimbabwe (ZIMSA)

[www.ifmsa.org](http://www.ifmsa.org)  
**medical students worldwide**