I. Rotation Description
Obstetrics and Gynecology is the medical specialty concerned with the reproductive health and medical needs of adolescents and women. The specialty encompasses preventive health, reproductive health, maternal care and surgery for women of all ages. Obstetricians and gynecologists develop enduring relationships with their patients and deliver medical care that may include adolescent gynecology, infertility, endocrinology, and health maintenance during pregnancy, treatment of medical problems in pregnancy, operative gynecology and gynecological oncology. The diversity of the specialty is apparent in all practice settings and you will appreciate the challenges and thrill during your third year clerkships.

The Department of Obstetrics and Gynecology Department aims to embody competent and compassionate care and facilitate students' professional growth. The practice of obstetrics and gynecology occurs in the
outpatient office setting, labor and delivery unit and in the operating room. Due to the variety of practice opportunities and formats in obstetrics and gynecology, students should review their specific site instructions for a more detailed description of their specific practice setting. Regardless of your chosen area of specialty, you will be caring for women. This rotation is designed to best prepare each medical student to develop competence in areas of reproductive and preventive health care for women. The curriculum relies heavily upon the national learning objectives for medical student education outlined by the Association of Professors of Gynecology and Obstetrics.

The curriculum is taught through structured reading assignments, on-line case modules and lectures, and through the student-preceptor experience. Students are expected to complete their assignments for both obstetrics and gynecology and the longitudinal OMM course.

II. Course Goals and Objectives

A. Goals of the Course
Prior to the completion of the rotation, the student should demonstrate knowledge of the following:
(adapted from Association of Professors of Obstetrics and Gynecology Medical Student Objectives, ninth edition)

1. Develop competence in the medical interview and physical examination of women and incorporate ethical, social, and diverse perspectives to provide culturally competent health care.
2. Apply recommended prevention strategies to women throughout the life-span.
3. Recognize his/her role as a leader and advocate for women.
4. Demonstrate knowledge of preconception care including the impact of genetics, medical conditions and environmental factors on maternal health and fetal development.
5. Explain the normal physiologic changes of pregnancy including interpretation of common diagnostic studies.
6. Describe common problems in obstetrics.
7. Demonstrate knowledge of intrapartum care.
8. Demonstrate knowledge of postpartum care of the mother and newborn.
9. Describe menstrual cycle physiology, discuss puberty and menopause and explain normal and abnormal bleeding.
10. Describe the etiology and evaluation of infertility.
11. Develop a thorough understanding of contraception, including sterilization and abortion.
12. Demonstrate knowledge of common benign gynecological conditions.
14. Describe common breast conditions and outline the evaluation of breast complaints.
15. Demonstrate knowledge of perioperative care and familiarity with gynecological procedures.
16. Describe gynecological malignancies including risk factors, signs and symptoms and initial evaluation.
17. Provide a preliminary assessment of patients with sexual concerns.

B. Clinical Performance Objectives
While the end-of-rotation exam is derived from the didactic curriculum and objectives described above in the “Clinical Modules – Required Curriculum” section, the end-of-rotation evaluation completed by your obstetrics and gynecology preceptor is based on clinical core competencies. These core competencies reflect student performance in 6 key areas: communication, problem solving, clinical skills, medical knowledge, osteopathic medicine and professional and ethical considerations. Your end-of-rotation evaluation from your preceptor will be based directly on your performance in these 6 core competencies as described below.
1. **Communication** - the student should demonstrate the following clinical communication skills:
   a. Effective listening to patient, family, peers, and healthcare team
   b. Demonstrates compassion and respect in patient communications
   c. Effective investigation of chief complaint, medical and psychosocial history specific to the rotation
   d. Considers whole patient: social, spiritual & cultural concerns
   e. Efficiently prioritizes essential from non-essential information
   f. Assures patient understands instructions, consents & medications
   g. Presents cases in an accurate, concise, well organized manner

2. **Problem Solving** – the student should demonstrate the following problem solving skills:
   a. Identify important questions and separate data in organized fashion organizing positives & negatives
   b. Discern major from minor patient problems
   c. Formulate a differential while identifying the most common diagnoses
   d. Identify indications for & apply findings from the most common radiographic and diagnostic tests
   e. Identify correct management plan considering contraindications & interaction

3. **Clinical Skills** - the student should demonstrate the following problem solving skills:
   a. Assesses vital signs & triage patient according to degree of illness
   b. Perform good auscultory, palpatory & visual skills
   c. Perform a thorough physical exam pertinent to the rotation

4. **Osteopathic Manipulative Medicine** - the student should demonstrate the following skills in regards to osteopathic manipulative medicine
   a. Apply osteopathic manipulative medicine successfully when appropriate
   b. Perform and document a thorough musculoskeletal exam
   c. Utilize palpatory skills to accurately discern physical changes that occur with various clinical disorders
   d. Apply osteopathic manipulative treatments successfully

5. **Medical Knowledge** – the student should demonstrate the following in regards to medical knowledge
   a. Identify & correlate anatomy, pathology and pathophysiology related to most disease processes
   b. Demonstrate characteristics of a self-motivated learner including demonstrating interest and enthusiasm about patient cases and research of the literature
   c. Are thorough & knowledgeable in researching evidence based literature
   d. Actively seek feedback from preceptor on areas for improvement
   e. Correlate symptoms & signs with most common disease

6. **Professional and Ethical Behaviors** - the student should demonstrate the following professional and ethical behaviors and skills:
   a. Is dutiful, arrives on time & stays until all tasks are complete
   b. Consistently follows through on patient care responsibilities
   c. Accepts & readily responds to feedback, is not resistant to advice
   d. Assures professionalism in relationships with patients, staff, & peers
   e. Displays integrity & honesty in medical ability and documentation
   f. Acknowledges errors, seeks to correct errors appropriately
   g. Is well prepared for and seeks to provide high quality patient care
   h. Identifies the importance to care for underserved populations in a non-judgmental & altruistic manner
III. Rotation Design

A. Educational Modules
Educational modules using lectures, cases, and other forms of delivery are used for third year curriculum. Each student must complete a post-rotation exam to assure that the expected basic content or medical knowledge has been acquired during the rotation. In addition to the experiences received in the clinical training sites, students are expected to read the content of the assigned textbooks and on line materials in order to complete the entire curriculum assigned for the clinical module.

B. Formative Evaluation
Student competency based rating forms are used by the preceptor to evaluate each student’s clinical skills and the application of medical knowledge in the clinical setting. These forms are only completed by the clinical faculty member or preceptor. Performance on rotations will be evaluated by the primary clinical faculty member precepting the student. VCOM uses a competency based evaluation form which includes the osteopathic core competencies. These competencies evaluated include:

   a. Medical knowledge;
   b. Communication;
   c. Physical exam skills;
   d. Problem solving and clinical decision making;
   e. Professionalism and ethics;
   f. Osteopathic specific competencies; and
   g. Additional VCOM values.

Student competency is judged on clinical skill performance. Each skill is rated as to how often the student performs the skill appropriately (i.e. unacceptable, below expectation, meets expectation, above expectation, exceptional).

C. Procedure Log
Students are required to maintain a log to identify the procedures performed, and the number of essential patient encounters. The faculty member will verify the information at the end of the rotation either online using a password signature, or by signing the log.

IV. Credits
5 credit hours

V. Course Texts
A. Required Textbooks
     Available in electronic format on the VCOM Library – in LWW the Point Beckmann: Obstetrics and Gynecology 7e
     Available in electronic format on the VCOM Library – on LWW Osteopathic Medicine Collection
B. Recommended Textbooks
- **APGO Case book** - The Association of Professors of Gynecology and Obstetrics has developed multiple case summaries based on the APGO Medical Student learning objectives. These cases can enhance the reading and discussion of the VCOM medical student learning objectives.

VI. Course Grading and Requirements for Successful Completion

A. Requirements
- Attendance according to VCOM and preceptor requirements as defined in the [College Catalog and Student Handbook](#).
- Completion of all Clinical Modules in the required curriculum.
- Understanding of and facility with all Clinical Modules in the Required Curriculum.
  - The goal of the curriculum is to ensure that you have learned the core objectives for medical students in the areas of women’s and reproductive health. The curriculum provides multiple tools including practice questions, reading assignments, cases and videos to assist in your learning. In addition, many of the topics were reviewed in your second year curriculum and a PowerPoint and lecture are available for your review on VCOM TV. You are not required to complete each of the reading assignments, however you are required to have a facility with the material and will be tested on the objectives now and during your clinical board exam. Use the resources for the topics that will be most conducive to your learning and will ensure that you know the material.
- Completing the uWISE examination questions.
  - uWISE is a series of interactive self-exam questions linked to the assigned reading objectives. Each uWISE clinical vignette is a multiple-choice question with five (5) possible answers with immediate explanation and feedback. Some questions are enhanced with images to augment the learning process. The uWISE questions are very similar in format and content to the final examination questions for your clerkship and your medical board exams.
    - Register for uWISE – Please see your “Welcome to Your Rotation” email for instructions on how to register.
- Completing the online fetal monitoring course.
  - East Tennessee State University has created a self-guided [Electronic Fetal Monitoring Course](#). The course should require 2 hours of your time and teaches you the basic interpretation of fetal monitoring strips. Please work through the module. Additionally, you may complete quizzes and case scenarios if you desire.
- Procedure Log:
  - Please submit completed procedure logs electronically on the VCOM Portal by the last day of the rotation.
  - Please print out a copy of the procedure log.
  - During the rotation, keep track of the number of each procedures you perform or witness.
  - At the end of the rotation, your preceptor must review and sign the procedure log.
  - Input the number of each procedure into the electronic log on the Portal once rotation has been completed. Please see the website at: [www.vcom.edu/sites/default/files/clinical/files/Online%20Procedure%20Logs%20Instructions.pdf](#) for instructions. Note: Once this information is submitted, you cannot re-enter the log on the Portal.
  - Keep the signed paper copy for your records. (It does not need to be turned into the site coordinator or VCOM.)
• Rotation Evaluations:
  o Student Site Evaluation: Students must complete and submit at the end of rotation. See the VCOM website at: http://intranet.vcom.vt.edu/clinical/Login/index.cfm?fuseaction=LoginInfo&LoginPage=ViewStudentSchedule to access the evaluation form.
  o Third-Year Preceptor Evaluation: It is the student’s responsibility to ensure that all clinical evaluation forms are completed and submitted online or turned in to the Site Coordinator or the Clinical Affairs Office at the completion of each rotation. Students should inform the Clinical Affairs Office of any difficulty in obtaining an evaluation by the preceptor at the end of that rotation. See the VCOM website at: www.vcom.edu/academics/clinical-forms to access the evaluation form.
  o Mid-Rotation Evaluation: The mid-rotation evaluation form is not required but highly recommended. See the VCOM website at: www.vcom.edu/academics/clinical-forms to access the mid-rotation evaluation form.

• Successful completion of the end-of-rotation written exam. The end-of-rotation exam questions will be derived directly from the specific objectives presented in each of the below modules.

B. Grading
Students must pass both the "module" and "rotation" portions of the course. All rotations have a clinical rotation grade and clinical modules/exam grade. The clinical rotation grade uses the Honors, High Pass, Pass, Fail system; these grades are not calculated in the GPA. The rotation modules are graded through the end of rotation exam.

<table>
<thead>
<tr>
<th>Clinical Grading Scale and GPAs</th>
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<tbody>
<tr>
<td><strong>OMS 3 End-of-Rotation Exam Grades</strong></td>
</tr>
<tr>
<td>A</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<tr>
<td>F</td>
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B. Remediation
Students who fail one or more rotations or one or more end-of-rotation exams twice will be referred to the Promotion Board. If a student fails the professionalism and ethics portion of the evaluation he or she may be removed from the rotation and referred to the Professionalism and Ethics Standards Board. No grade will be changed unless the Office of Clinical Affairs certifies to the Registrar, in writing, that an error occurred or that the remediation results in a grade change.

• Failure of an End-of-Rotation Exam
Students must pass each end of rotation exam with a C (70%) or better to receive a passing grade for the clinical medical knowledge module. Students who fail an end of rotation exam but pass the clinical rotation evaluation component have a second opportunity to pass the exam within 30 days of notification. If the student passes the remediation exam, the remediated exam grade will be the grade recorded on the transcript and be GPA accountable. If the student fails the second attempt at the end-of-rotation exam, an F is recorded for the exam grade, and the student will be brought before the Promotion Board.
• **Failure of a Rotation**
  The student who does not receive a satisfactory evaluation for a clinical rotation in the second semester will receive a failing grade for the rotation and will be brought before the Promotion Board. If the student is allowed to repeat the rotation, all components of the rotation must be repeated. In this case, the “F” grade remains the permanent grade for the first rotation and the student will receive a new grade for the repeated rotation. The grade will be recorded in a manner that designates that it is a repeated rotation (eg. R-pass).

• **Failure to Make Academic Progress**
  Repeated poor or failing performance in a specific competency area on the evaluation form across more than one rotation may also be a reason for a required remediation at the discretion of the Associate Dean for Clinical Affairs in consultation with the clinical chair and the preceptor, and the Promotion Board. In general, rotations should show a progression of improvement in clinical performance. Those students who continually score in the "unsatisfactory" category or repeated "performs some of the time, but needs improvement" and who do not improve over time may be deemed as not making academic progress and, as a result, may be referred to the Promotion Board and be required to complete additional curriculum.

  Poor ratings on the clinical rotation evaluation in the professional and ethical areas of the assessment are addressed by the Associate Dean for Clinical Affairs. The Associate Dean may design a remediation appropriate to correct the behavior or if needed may refer the student to the Professionalism and Ethics Board. In the case of repeated concerns in a professional and/or ethical area, the Associate Dean for Clinical Affairs may refer the student to the Campus Dean for a Behavioral Board or Promotion Board hearing. The Campus Dean will act upon this referral depending on the severity and the area of the performance measure. Poor ratings in this area will include comments as to the exact nature of the rating.

VII. **Academic Expectations**

  Grading policies, academic progress, and graduation requirements may be found in the *College Catalog and Student Handbook* at: [http://www.vcom.edu/handbooks/catalog/index.html](http://www.vcom.edu/handbooks/catalog/index.html)

  **A. Attendance**
  Attendance for all clinical rotations is mandatory. Students are required to work a minimum of 20 days in a four week rotation period but should not work greater than 12 out of every 14 days or more than 12 hours daily exclusive of call assignments. Students may be required to work up to 24 days in a 4 week period or 25 days in a one month rotation including call and weekends at the discretion of the clinical faculty member providing the educational experience. For those rotations consisting of shift work such as Emergency Medicine or Hospitalist services, students should work a minimum of 160 and up to 200 hours for the month as required by the clinical site.

  It should be noted that preceptors will have final determination of the distribution of hours, which may vary from this policy but should not in general be less than 160 hours.

  Students must complete an Excused Absence Clinical Rotations Approval form. Forms are available from the Office of Clinical Affairs or from the Frequently Requested Forms web page at: [www.vcom.edu/academics/clinical-forms](http://www.vcom.edu/academics/clinical-forms). The Office of Clinical Affairs requires that the medical student complete and submit this form for any time "away" from clinical rotations. The student must have this form signed by their preceptor and others designated on the form to obtain an excused absence. The form must be completed prior to the beginning of the leave. If an emergency does not allow the student to submit this prior to the absence, the “Excused Absence Clinical Rotations Approval” form must be submitted as soon as the student is physically able to complete the form. In addition to completion of the form, students must contact the Department of Clinical Affairs by 8:00
AM of the day they will be absent due to an illness or emergency and contact the Site Coordinator and preceptor(s). No excused absence will be granted after the fact except in emergencies as verified by the Associate Dean for Clinical Affairs. Regardless of an excused absence, students must complete a minimum of 160 hours.

OMS 3 students who have any unexcused absences will be referred to the Promotion Board and/or Professional and Ethics Standards Board as determined by the Associate Dean. Clinical site coordinators and preceptors document attendance on the student’s rotation evaluation form. This information is reviewed by the Director of 3rd Year Clinical Rotations and the Associate Dean for Clinical Affairs.

A student is expected to arrive on time to all clinical rotations. If a student is late, he or she must notify the site coordinator and the preceptor prior to or at the time they are scheduled to arrive. Students must have a reason for being late such as illness or vehicle issues and it is not anticipated that this would occur more than one occasion AND it is important the student call in prior to being late. Repeated tardiness is a reason for a referral to the Promotion Board and/or Professional and Ethics Standards Board as determined by the Associate Dean.

Any time missed must be remediated during the course of the month for credit to be issued. Students may remediate up to four missed days or 48 hours missed during any rotation period by working on normal days off.

VIII. Professionalism and Ethics

It is advised that students review and adhere to all behavioral policies including attendance, plagiarism, dress code, and other aspects of professionalism. Behavioral policies may be found in the College Catalog and Student Handbook at: [http://www.vcom.edu/handbooks/catalog/index.html](http://www.vcom.edu/handbooks/catalog/index.html)

A. VCOM Honor Code

The VCOM Honor Code is based on the fundamental belief that every student is worthy of trust and that trusting a student is an integral component in making them worthy of trust. Consistent with honor code policy, by beginning this exam, I certify that I have neither given nor received any unauthorized assistance on this assignment, where “unauthorized assistance” is as defined by the Honor Code Committee. By beginning and submitting this exam, I am confirming adherence to the VCOM Honor Code. A full description of the VCOM Honor Code can be found in the College Catalog and Student Handbook at: [http://www.vcom.edu/handbooks/catalog/index.html](http://www.vcom.edu/handbooks/catalog/index.html)

IX. Pre-requisites to a Successful Clerkship

Please ensure that you are familiar with these four review topics prior to beginning your obstetrics and gynecology clerkship.

1. Female Reproductive Physiology

   Reading Assignment: Beckmann, pp 47-59
   Online PowerPoint Presentation: Female Reproductive Physiology
   Learning Objectives:
   i. Review female reproductive physiology including:
      a. Hypothalamic-pituitary-ovarian axis
      b. Follicular and luteal phases of menstrual cycle
      c. Proliferative and secretory phases of the endometrium
2. Intrapartum Fetal Surveillance  
   **Reading Assignment:** Beckmann, pp 113-119  
   **Online Fetal Monitoring Course:** Tennessee State University has created a self-guided [Electronic Fetal Monitoring Course](#). The course should require 2 hours of your time and teaches you the basic interpretation of fetal monitoring strips. Please work through the module. Additionally, you may complete quizzes and case scenarios if you desire.  
   **uWISE Questions:** **Objective 26: Intrapartum Fetal Surveillance**  
   **Learning Objectives:**  
   i. Learn to interpret basic EFM patterns using a systematic approach  
   ii. Learn to use standardized terminology to appropriately document the patterns  
   iii. Learn to properly manage the clinical situations represented by the EFM pattern  

3. Obstetrics and Gynecologic History and Exam  
   **Reading Assignment:** Beckmann, pp 1-22  
   **Online PowerPoint Presentation:** [Women’s Health History](#)  
   **uWISE Questions:** **Objective 7: Preventative Care and Health Management**  
   **Learning Objectives:**  
   i. Perform a thorough obstetric-gynecologic history as a portion of a general medical history  
   ii. Interact with the patient to gain her confidence and to develop an appreciation of the effect of her age, racial and cultural background, and economic status on her health  
   iii. Communicate the results of the obstetric-gynecologic and general medical history by well-organized written and oral reports  
   iv. Interact with the patient to gain her confidence and cooperation, and assure her comfort and modesty  
   v. Perform a painless obstetric-gynecologic examination as part of a woman’s general medical examination  
   vi. Communicate the relevant results of the examination in well-organized written oral reports  
   vii. Educate the patient regarding breast self-examination  

4. Embryology and Pelvic Anatomy  
   **Reading Assignment:** Beckmann, pp 33-45  
   **Online PowerPoint Presentation:** [Comprehensive Review of the Female Reproductive System Anatomy](#) by Dr. Danielson  
   **Learning Objective:**  
   i. Review pelvic anatomy, with a particular focus on surgical pelvic anatomy in preparation for clinical surgical experiences.  

X. Obstetrical Clinical Modules  

5. Osteopathic Manipulative Medicine  
   **Reading Assignment:**  
   - Foundations of Osteopathic Medicine, pp. 961-973.  
     - Chapter 63: Lower Extremity Swelling in Pregnancy  
     - Chapter 64: Low Back Pain in Pregnancy.  
   - Osteopathic Considerations in Systemic Dysfunction, pp. 149-158  
   **VCOMTV Video:** Obstetrics and Osteopathy, Palmer  
   **Learning Objectives:**  
   i. Identify the 2 most common complaints of an obstetrical patient as the pregnancy progresses.  
   ii. Name the causes (differential diagnosis) for a pregnant patient with lower extremity edema.
iii. Identify common osteopathic structural findings in pregnancy which occur to accommodate the shifting center of gravity.
iv. Name the fascial regions/diaphragms which can restrict lymphatic flow.
v. Identify structures / regions to that may be treated with OMT in order to balance the autonomic nervous system.
vi. From a list, identify common diagnoses/approaches to be considered in an obstetrical patient with low back pain.
vii. Distinguish the 5 models used in osteopathic patient care for an obstetrical patient with lower extremity edema and low back pain.
viii. Discern an Osteopathic approach to the diagnosis and treatment of an obstetrical patient with somatic dysfunction of the lumber spine, sacrum, pelvis, and lower extremity.

6. Maternal-Fetal Physiology
   Reading Assignment: Beckmann, pp 47-58
   On-line PowerPoint Presentation:
   - Fetal and Neonatal Circulation, Dr. Danielson
   - Physiology of Pregnancy, Dr. Reilly
   uWISE Questions: Objective 8: Maternal-Fetal Physiology
   Learning Objectives:
   i. Discuss the maternal physiologic anatomic changes associated with pregnancy
   ii. Describe the physiologic functions of the placenta and fetus
   iii. Discuss the effect of pregnancy on common diagnostic studies

7. Preconception Care/Antepartum Care
   Reading Assignment: Beckmann, pp 61-78; 85-91
   uWISE Questions: Objectives 9 and 10: Preconception and Antepartum Care
   Learning Objectives:
   i. Describe how certain medical conditions affect pregnancy
   ii. Describe how pregnancy affects certain medical conditions
   iii. Counsel patients regarding a history of genetic abnormalities
   iv. Counsel patients regarding advanced maternal age
   v. Counsel patients regarding nutrition and exercise
   vi. Counsel patients regarding medications and environmental hazards
   vii. Counsel patients regarding immunizations

8. Intrapartum Care
   Reading Assignment:
   - Beckmann, pp 93-104
   - ACOG Management of Meconium at Delivery
   uWISE Questions: Objectives 11 and 26: Intrapartum Care and Intrapartum Fetal Surveillance
   Learning Objectives:
   i. Describe characteristics of true and false labor
   ii. Describe initial assessment of the laboring patient
   iii. Describe stages and mechanism of normal labor and delivery
   iv. Describe techniques to evaluate the progress of labor
   v. Describe pain management during labor
   vi. Describe methods of monitoring the mother and fetus
   vii. Describe management of normal delivery
   viii. Describe indications for operative delivery
9. Postpartum Care

A. Normal Postpartum Physiology and Care
   Reading Assignment: Beckmann, pp 129-135
   On-line PowerPoint Presentation: Postpartum Care
   Learning Objectives:
   i. Describe maternal physiologic changes of the postpartum period
   ii. Describe normal postpartum care
   iii. Describe appropriate postpartum patient counseling
   iv. Describe vaginal repair
   v. Describe immediate postpartum care of the mother

B. Postpartum Hemorrhage
   Reading Assignment: Beckmann, pp 137-143
   On-line PowerPoint Presentation: Postpartum Care
   uWISE Questions: Objective 27: Postpartum Hemorrhage
   Learning Objectives:
   i. List risk factors for postpartum hemorrhage
   ii. Describe differential diagnosis of postpartum hemorrhage
   iii. Describe the immediate management of the patient with postpartum hemorrhage, including:
      a. Inspection for lacerations
      b. Use of uterine contractile agents
      c. Management of volume loss
      d. Management of coagulopathy

C. Postpartum Infection
   Reading Assignment: Beckmann, pp 129-135
   On-line PowerPoint Presentation: Postpartum Care
   uWISE Questions: Objective 28: Postpartum Infection
   Learning Objectives:
   i. List the risk factors for postpartum infection
   ii. Describe differential diagnosis of infectious organisms
   iii. Describe evaluation and management of the patient with postpartum infection
   iv. List indications for the use of prophylactic antibiotics

10. Complications of Pregnancy

A. Ectopic Pregnancy
   Reading Assignment: Beckmann, pp 179-186; 268-270
   uWISE Questions: Objective 15: Ectopic Pregnancy
   Learning Objectives:
   i. Develop a differential diagnosis of first trimester bleeding
   ii. List risk factors predisposing patients to ectopic pregnancy
   iii. Describe symptoms and physical findings suggestive to ectopic pregnancy
   iv. Understand methods and tests used to confirm the diagnosis of ectopic pregnancy
   v. Explain treatment options

B. Spontaneous Abortion
   Reading Assignment: Beckmann, pp 185-188
   uWISE Questions: Objective 16: Spontaneous Abortion
   Learning Objectives:
i. Develop a differential diagnosis for first trimester vaginal bleeding
ii. Differentiate the types of spontaneous abortion
iii. Define recurrent abortion
iv. List the complications of spontaneous abortion
v. Identify the causes and complications of septic abortion
vi. Counsel a patient following a spontaneous abortion

C. Medical and Surgical Conditions in Pregnancy

Reading Assignment: Beckmann, pp 197-203; 211-213; 215-218

uWISE Questions: Objective 17a and 17b: Medical and Surgical Complications in Pregnancy

Learning Objectives:

i. Anemia
ii. Urinary tract disorders
iii. Infectious diseases
iv. Cardiac disease
v. Asthma
vi. Surgical abdomen
vii. Gestational Diabetes
   a. Describe the incidence and risk factors for gestational diabetes
   b. Define gestational and pre-gestational diabetes and describe White’s classification
   c. Describe the protocol for screening and diagnosis of gestational diabetes
   d. Describe the maternal and fetal complications of gestational and pre-gestational diabetes
   e. Describe the management and monitoring of gestational and pre-gestational diabetes in pregnancy

D. Pre-eclampsia-Eclampsia Syndrome

Reading Assignment: Beckmann, pp 205-211

uWISE Questions: Objective 18: Pre-eclampsia-Eclampsia Syndrome

Learning Objectives:

i. Classify the types of hypertension in pregnancy
ii. Describe the pathophysiology of preeclampsia-eclampsia
iii. Describe the signs and symptoms to diagnose preeclampsia-eclampsia
iv. Explain the management of a patient with preeclampsia-eclampsia
v. List the maternal and fetal complications associated with preeclampsia-eclampsia

E. Alloimmunization

Reading Assignment: Beckmann, pp 218-222

uWISE Questions: Objective 19: Rh Isoimmunization

Learning Objectives:

i. Describe the pathophysiology of alloimmunization, including:
   a. Role of red blood cell antigens
   b. Clinical circumstances under which D alloimmunization is likely to occur
   c. Discuss the use of immunoglobulin prophylaxis during pregnancy for the prevention of alloimmunization
   d. Discuss the methods used to determine maternal alloimmunization and the severity of fetal involvement

F. Multifetal Gestation and Malpresentation

Reading Assignment: Beckmann, pp 145-156

uWISE Questions: Objective 20: Multifetal Gestation

Learning Objectives:
i. Describe the etiology of monozygotic, dizygotic and multizygotic gestation
ii. Describe symptoms, physical findings and diagnostic methods
iii. Describe approach to antepartum, intrapartum, and postpartum management

G. Fetal Death

Reading Assignment:
- Prine LW. *Office Management of Early Pregnancy Loss*
- Van Dinter MS. *Managing Adverse Birth Outcomes: Helping Parents and Families Cope*

uWISE Questions: Objective 21: Fetal Death

Learning Objectives:

i. Describe the common causes of fetal death in each trimester
ii. Describe the symptoms, physical findings, and diagnostic methods to confirm the diagnosis and etiology of fetal death
iii. Describe the medical and psychosocial management of a patient diagnosed with a fetal demise

H. Abnormal Labor

Reading Assignment: Beckmann, pp 105-113

uWISE Questions: Objective 22: Abnormal Labor

Learning Objectives:

i. List abnormal labor patterns
ii. List methods of evaluating fetopelvic disproportion
iii. List fetal and maternal complications resulting from abnormal labor
iv. List indications and contraindications for oxytocin administration
v. List strategies for management of abnormal fetal presentations
vi. List indications for vaginal birth after cesarean delivery
vii. List strategies for emergency management of breech and shoulder dystocia

I. Third-Trimester Bleeding

Reading Assignment: Beckmann, pp 163-167; 175-178

uWISE Questions: Objective 23: Third Trimester Bleeding

Learning Objectives:

i. Describe the approach to the patient with third-trimester bleeding
ii. Compare symptoms, physical findings and diagnostic methods that differentiate patients with placenta previa, abruption placenta and other causes of third-trimester bleeding
iii. Describe complications of placenta previa and abruption placenta
iv. Describe immediate management of shock secondary to third-trimester bleeding
v. Describe components of the various blood products and indications for their use

J. Preterm Labor

Reading Assignment: Beckmann, pp 157-161

On-line PowerPoint Presentation: Preterm labor

uWISE Questions: Objective 24: Preterm Labor

Learning Objectives:

i. Cite factors predisposing to preterm labor
ii. Cite signs and symptoms of premature uterine contractions
iii. Cite causes of preterm labor
iv. Cite management of preterm labor, including:
   a. Tocolytics
   b. Steroids
   c. Antibiotics
K. Premature Rupture of Membranes
   **Reading Assignment:** Beckmann, pp 169-173
   **On-line PowerPoint Presentation:** Premature Rupture of Membranes
   **uWISE Questions:** Objective 25: Preterm Rupture of the Membranes
   **Learning Objectives:**
   i. Summarize the history, physical findings, and diagnostic methods to confirm ROM
   ii. Cite the factors predisposing to premature rupture of membranes
   iii. List the risks and benefits of expectant management vs. immediate delivery based on gestational age
   iv. Describe methods to monitor mom and fetus during expectant management

L. Post Term Pregnancy
   **Reading Assignment:** Beckmann, pp 175-178
   **uWISE Questions:** Objective 30: Postterm Pregnancy
   **Learning Objectives:**
   i. Describe normal period of gestation
   ii. Describe complications of post-maturity
   iii. Describe management of prolonged gestation

M. Fetal Growth Abnormalities
   **Reading Assignment:** Beckmann, pp 151-156
   **uWISE Questions:** Objective 31: Fetal Growth Abnormalities
   **Learning Objectives:**
   i. Define macrosomia and fetal growth restriction
   ii. Describe etiologies of abnormal growth
   iii. Cite methods of detection of fetal growth abnormalities
   iv. Cite associated morbidity and mortality

N. Obstetric Procedures
   **Reading Assignment:** Beckmann, pp 66-71; 90 -91; 105-119; 154
   **uWISE Questions:** Objective 32: Obstetric Procedures
   **Learning Objectives:**
   i. Student will be able to describe each procedure and list the indications and complications of each of the following:
      a. Ultrasound
      b. Chorionic villous sampling
      c. Amniocentesis and cordocentesis
      d. Antepartum fetal assessment
      e. Intrapartum fetal surveillance
      f. Induction and augmentation of labor
      g. Episiotomy
      h. Spontaneous vaginal delivery
      i. Vacuum-assisted delivery
      j. Forceps delivery
      k. Breech delivery
      l. Cesarean delivery
      m. Vaginal delivery after Cesarean section
      n. Newborn circumcision
XI. Gynecology Clinical Modules

11. Menstrual Cycle and Vaginal Bleeding

A. Normal and Abnormal Bleeding
   Reading Assignment: Beckmann, pp 337-342
   On-line PowerPoint Presentation: Menstrual Cycle, A Problem-based Tutorial
   uWISE Questions: Objective 45: Normal and Abnormal Uterine Bleeding
   Learning Objectives:
   i. Abnormal Bleeding
      a. Describe endocrinology and physiology of the normal menstrual cycle
      b. Distinguish abnormal uterine bleeding from dysfunctional uterine bleeding
      c. List causes of abnormal uterine bleeding
      d. Evaluate and diagnose abnormal uterine bleeding
      e. Describe the therapeutic options of abnormal bleeding
   ii. Leiomyomas
      a. Describe the prevalence of uterine leiomyomas
      b. Describe the symptoms and physical findings
      c. Describe the methods to confirm the diagnosis
      d. Describe the indications for medical and surgical treatment

B. Amenorrhea
   Reading Assignment: Beckmann, pp 337-342; 349-354
   uWISE Questions: Objective 43: Amenorrhea
   Learning Objectives:
   i. Define:
      a. Primary amenorrhea
      b. Secondary amenorrhea
      c. Oligoamenorrhea
   ii. List causes of amenorrhea
   iii. Describe evaluation methods
   iv. Describe treatment options

C. Premenstrual Syndrome
   Reading Assignment: Beckmann, pp 381-386
   uWISE Questions: Objective 49: Premenstrual Syndrome
   Learning Objectives:
   i. Define premenstrual syndrome
   ii. Describe theories of etiology
   iii. Describe methods of diagnosis
   iv. Describe management strategies

12. Contraception and Sterilization
   Reading Assignment: Beckmann, pp 236-258
   uWISE Questions: Objective 33: Contraception and Sterilization
   Learning Objectives:
   i. Describe the physiologic basis of contraception
   ii. Describe the effectiveness of each form of contraception
   iii. Counsel the patient regarding the benefits and risks for each form of contraception
   iv. Cite the financial considerations of the various forms of contraception
   v. Describe the methods of male and female sterilization
   vi. List the risks and benefits of procedures including:
a. Potential surgical complications  
  b. Failure rates  
  c. Reversibility  

13. Vulvar and Vaginal Disease  
   **Reading Assignment:** Beckmann, pp 259-263  
   **uWISE Questions:** [Objective 35: Vulvar and Vaginal Disorders](#)  
   **Learning Objectives:**  
   i. Describe normal vaginal appearance and secretions  
   ii. Evaluation and management of vaginitis due to:  
      a. Bacteria  
      b. Fungi  
      c. Trichomonas  
   iii. Evaluation and management of common vulvar problems, including:  
      a. Atrophy  
      b. Dermatological conditions of vulva  
      c. Bartholin’s gland disease  
      d. Vulvodynia  
      e. Trauma  

14. Sexually Transmitted Infections  

   **A. Sexually transmitted Infections**  
   **Reading Assignment:** Beckmann pp 265-276  
   **uWISE Questions:** [Objective 36: Sexually Transmitted Infections](#)  
   **Learning Objectives:**  
   i. Describe the guidelines for STI screening and partner notification including HIV  
   ii. List the causative pathogens of common STI’s  
   iii. Describe the symptoms and physical exam findings associated with common STI’s  
   iv. Discuss the steps in the evaluation and initial management of common STI’s  
   v. Review the CDC guidelines for treating the following sexually transmitted infections:  
      a. Bacterial vaginosis  
      b. Chlamydia  
      c. Gonorrhea  
      d. Syphilis  
      e. Chancroid  
      f. Trichomoniasis  
      g. HSV  
   vi. Know the most common side effects and drug interactions of the antimicrobials used in the treatment of STI’s  

   **B. Pelvic Inflammatory Disease**  
   **Reading Assignment:** Beckmann, pp 269-270  
   **uWISE Questions:** [Objective 36: Sexually Transmitted Infections and Urinary Tract Infections](#)  
   **Learning Objectives:**  
   i. Describe the pathogenesis of salpingitis  
   ii. List the signs and symptoms of salpingitis  
   iii. Describe the management of salpingitis  
   iv. Counsel the patient about the public health concerns of STI, including screening programs, prevention and immunizations and partner evaluation and treatment  
   v. Identify the long-term sequelae of salpingitis including tubo-ovarian abscess and chronic salpingitis
15. Cervical Dysplasia

Reading Assignment:
- Beckmann, pp 409-421
- New Cervical Cancer Screening Recommendations from the U.S. Preventive Services Task Force and the ACS/ASCCP/ASCP

uWISE Questions: Objective 52: Cervical Disease and Neoplasia

Learning Objectives:
  i. Describe the epidemiology and clinical burden of HPV
  ii. Identify the risk factors for cervical and vulvar neoplasia and cancer
  iii. Describe the indications for screening
  iv. Describe the appropriate utilization of new techniques for evaluating cervical neoplasia
  v. Describe the technique for obtaining an adequate Pap smear
  vi. Describe the management of a patient with an abnormal Pap smear

16. Pelvic Pain

A. Endometriosis and Dysmenorrhea

Reading Assignment: Beckmann, pp 287-294; 295-297

uWISE Questions: Objective 38: Endometriosis and Objective 46 Dysmenorrhea

Learning Objectives:
  i. Define premenstrual syndrome
  ii. Define primary and secondary dysmenorrhea
  iii. Cite the causes of dysmenorrhea
  iv. Describe the evaluation and management of dysmenorrhea
  v. Describe the theories of the pathogenesis of endometriosis
  vi. List the common sites of endometriosis implants
  vii. List the chief complaints a patient with endometriosis may present
  viii. List the physical exam finding a patient with endometriosis may have
  ix. Describe how endometriosis is diagnosed
  x. Outline a plan for managing endometriosis

B. Chronic Pelvic Pain

Reading Assignment: Beckmann, pp 297-300

uWISE Questions: Objective 39: Chronic Pelvic Pain

Learning Objectives:
  i. Define chronic pelvic pain
  ii. Cite the incidence and etiologies
  iii. Describe the clinical manifestations and diagnostic procedures
  iv. List management options
  v. Cite the psychosocial issues associated with chronic pelvic pain
  vi. Define vulvodynia
  vii. Examine possible etiologies of vulvodynia

17. Breast Disorders

Reading Assignment: Beckmann, pp 301-310

uWISE Questions: Objective 40: Disorders of the Breast

Learning Objectives:
  i. Describe standards of surveillance of an adult woman, including breast self-examination, physical examination and mammography
  ii. Diagnose the approach to a woman with the chief complaint of breast mass, nipple discharge or breast pain
  iii. List history and physical findings that might suggest the following abnormalities:
a. Intraductal papilloma  
b. Fibrocystic changes  
c. Fibroadenoma  
d. Carcinoma  
e. Mastitis  

iv. Be able to teach a woman how to perform breast self-examination

18. Infertility  
**Reading Assignment:** Beckmann, pp 371-380  
**On-line PowerPoint Presentation:** Infertility, Dr. Mulligan King College  
**uWISE Questions:** Objective 48: Infertility

**Learning Objectives:**  
i. Define infertility  
ii. Describe the causes of female infertility  
iii. Describe the evaluation and management of infertility  
iv. List the psychosocial issues associated with infertility

19. Pelvic Relaxation and Urinary Incontinence  
**Reading Assignment:** Beckmann, pp 277-286  
**uWISE Questions:** Objective 37: Pelvic Relaxation and Urinary Incontinence

**Learning Objectives:**  
i. Identify the following elements on physical exam  
   a. Cystocele  
   b. Rectocele  
   c. Vaginal vault / prolapse  
ii. List behavioral, medical and surgical methods to appropriately treat incontinence and pelvic organ prolapse  
iii. Incorporate screening questions for urinary incontinence when eliciting a patient history  
iv. Discuss the difference between stress, urge, and overflow incontinence  
v. Obtain pertinent history components to differentiate between incontinence types

20. Menopause/ Climacteric  
**Reading Assignment:** Beckmann, pp 363-370  
**uWISE Questions:** Objective 47: Menopause

**Learning Objectives:**  
i. Describe physiologic changes in the hypothalamic-pituitary-ovarian axis associated with perimenopause / menopause  
ii. Describe appropriate management of menopausal / perimenopausal symptoms  
iii. Counsel patients regarding menopausal issues  
iv. List long term changes associated with menopause

21. Abortion  
**Reading Assignment:** Beckmann, pp 187-188  
**uWISE Questions:** Objective 34: Abortion

**Learning Objectives:**  
i. Describe surgical and non-surgical pregnancy termination methods  
ii. List potential complications of abortion, such as:  
   a. Hemorrhage  
   b. Infection  
   c. Describe the psychosocial considerations of abortion
22. Hirsutism and Virilization
Reading Assignment: Beckmann, pp 355-362
On-line PowerPoint Presentation: Hirsutism, Dr. Mulligan
uWISE Questions: Objective 44: Hirsutism and Virilization
Learning Objectives:
   i. Cite normal variations in secondary sexual characteristics
   ii. List definitions of hirsutism and virilization
   iii. List causes including ovarian, adrenal, pituitary and pharmacological
   iv. Evaluate the patient with hirsutism or virilization

23. Gynecology Oncology

A. Vaginal / Vulvar Cancer
Reading Assignment: Beckmann, pp 399-408
uWISE Questions: Objective 51: Vulvar Neoplasms
Learning Objectives:
   i. List risk factors for vulvar neoplasms
   ii. Describe methods of diagnosis including the indications for vulvar biopsy
   iii. Review management of vulvar neoplasms

B. Endometrial Carcinoma
Reading Assignment: Beckmann, pp 427-434
uWISE Questions: Objective 54: Endometrial Carcinoma
Learning Objectives:
   i. List risk factors for endometrial carcinoma
   ii. Describe symptoms and physical findings
   iii. Describe management of the patient with postmenopausal bleeding
   iv. Describe methods to diagnose endometrial carcinoma
   v. Understand impact of staging on management and prognosis
   vi. Describe management of the patient with endometrial cancer

C. Ovarian Neoplasms
Reading Assignment: Beckmann, pp 435-446
uWISE Questions: Objective 55: Ovarian Neoplasms
Learning Objectives:
   i. Evaluation of the patient with an adnexal mass
   ii. Characteristics of:
      a. Functional cysts
      b. Benign neoplasms
      c. Carcinomas
   iii. Evaluation and management of carcinomas of the ovary
      a. Symptoms and physical findings
      b. Risk factors
      c. Histologic classification
   iv. Impact of staging on management and prognosis

D. Gestational Trophoblastic Disease
Reading Assignment: Beckmann, pp 393-398
uWISE Questions: Objective 50: Gestational Trophoblastic Neoplasia
Learning Objectives:
   i. Describe symptoms and physical findings of gestational trophoblastic disease
   ii. Describe diagnostic methods
iii. Describe management and follow-up

24. Sexual Assault/Domestic Violence

Reading Assignment: Beckmann, pp 329-336

uWISE Questions:

- Objective 57: Sexual Assault
- Objective 58: Intimate Partner Violence

Learning Objectives:

i. Identify patients at increased risk for sexual assault
ii. Describe the medical and psychosocial management of a victim of sexual assault
iii. Cite prevalence and incidence of violence against women, elder abuse, child abuse
iv. Demonstrate screening methods for domestic violence
v. Communicate the available resources for a victim of domestic violence including short-term safety