



Course No.:	OM7090	Course Title:	OB-GYN/Women's Health
Credit Hours:	4	Clerkship Directors:	Courtney Steller, DO
Term - Dates:	Academic Year 2025-2026	Level:	OMS III

COURSE INSTRUCTORS & CONTACT INFORMATION

Course Director: Courtney Steller, DO Chair, OBGYN csteller@westernu.edu	Pomona Rotations: Stephanie White, DO Associate Dean of Clinical Education, Pomona Swhite@westernu.edu
Additional Course Faculty: Anita L. Nelson, MD OBGYN Faculty nelsona@westernu.edu Lena Nguyen, DO OBGYN faculty lenanguyen@westernu.edu	Oregon Rotations: Joshua Cook, DO Director for Clinical Education COMP-NW Cookj@westernu.edu Kim Ketcham Associate Director of Clinical Education Kketcham@westernu.edu
Course Administrative Support: Mary Guenthart Administrative Associate, Clinical Sciences mguenthart@westernu.edu	Rotations Administrative Support: Students to contact the Clinical Education Department by submitting a TDC ticket. Preceptors can email Compsite@westernu.edu or nwsite@westernu.edu Richard Lina Senior Manager of Clinical Education- Pomona Rlina@westernu.edu Jessica Caraway *** of Clinical Education- COMP-NW

EDUCATIONAL GOAL

This rotation provides students with a strong foundation in diagnosing and managing common conditions encountered in the field of Obstetrics and Gynecology (OB/GYN), with an emphasis on health maintenance and disease prevention. It offers broad exposure to both routine and complex clinical scenarios, helping students develop critical thinking skills and better understand the full scope of the specialty—particularly beneficial for those considering postgraduate training in OB/GYN. Students will be involved in patient evaluation, management, documentation, and minor procedures.

If institutional policy prohibits documentation in the official medical record, students are expected to write a separate note and proposed orders for review and feedback by their preceptor.

COMMUNICATION & LEARNING PLATFORM

Communication for this rotation will come from Mary Guenthart using email and Elentra Announcements. Students are responsible for checking and maintaining communication throughout the duration of this rotation.

- Mary Guenthart should be your first point of contact for administrative questions.
- Dr. Courtney Steller should be your first point of contact for specialty/faculty advising questions.

Elentra Community Name: OB/GYN/Women's Health

If you do not have access to this community, please contact Mary Guenthart at mguenthart@westernu.edu.

GRADING

Several required benchmarks must be completed **prior to** the assignment of a passing grade which will be assigned according to the scale outlined in the clinical rotations manual. Failure to complete these requirements may result in an incomplete or failing grade.

Four-Week In-Person / On-Site Clinical Rotation Benchmarks

- Passing grade on evaluation from the clinical rotation site, with no significant professionalism concerns.
- Completion of all required didactic overlay activities and assignments.
- Successful passing of the COMAT examination.

Once the benchmarks have been completed the final grade for this course is assigned in accordance with the Clinical Education Manual which may include the following components:

- Rotation evaluation (*may be completed up to 60 days after end of rotation*)
- Didactic overlay activities (*reading, modules, assignments, quizzes, presentations, etc*)
- Participation in all required activities and events (*4th Friday/2nd Friday, weekly meetings, presentations, etc.*)
- COMAT exam score

SCHEDULE

Each rotation site will provide students with a schedule on the first day of the rotation. If a schedule is not provided, students are expected to request one and clarify site expectations. Please note that schedules are rarely available prior to the start of the rotation. Students are required to attend and actively participate in all assigned and/or required activities as specified by the rotation site. It is the student's responsibility to read, understand, and adhere to all information, policies, and instructions provided by the site.

Please note this does not include requirements of your rotation site*

REQUIRED ACTIVITIES

1. **4th Friday:**
 - A brief orientation and presentation on Hot Topics for OBGYN
 - Zoom with Dr. Steller, attendance taken
2. **2nd Friday:**
 - Question review/COMAT review
 - Zoom with Dr. Nguyen, attendance taken
3. **4th Monday:**
 - Hot Topic and Question Review
 - Zoom with Dr. Nelson
 - After clinical duties are completed, participation is required with an exception in limited cases (must email Dr. Steller and Dr. Nelson to request exemption)
4. **Online MedED (OME):**
 - Complete all 41 lessons from a list provided by the OBGYN department. Completion metrics are:
 - Read the Prime notes and click “Go to next activity.”
 - Watch >90% of the Acquire video.
 - Answer the Challenge questions.
 - Review all case content through the last question.
 - Complete all 8 OBGYN cases
 - Pass a 100-question practice quiz (>70%) by the end of the 3rd week (day 21)
 - To access the list provided by the OBGYN department, please go to Elentra (OB/GYN/Women’s Health) under the “Syllabus” tab, then download the “OnlineMed Ed Requirement” file.
5. **Submit documentation of participation in required procedures**
 - Return attached spreadsheet to Dr. Nelson at nelsona@westernu.edu by the last day of the rotation
 - Describe your highest level of participation:
 - “Performed”, “Assisted”, “Observed”, “Read/watched video”

Obstetrical Cases	Gynecologic Cases
<ol style="list-style-type: none"> 1. Prenatal care 2. Normal labor 3. Abnormal labor (arrest of dilation or descent) 4. Postpartum care and examination 5. Premature or spontaneous rupture of membranes 6. Hypertensive disorders of pregnancy 7. Bleeding in pregnancy (first, second or third trimester) 8. Medical diseases complicating pregnancy 	<ol style="list-style-type: none"> 9. Routine gynecological exam 10. Contraception counseling and management 11. Vaginitis and sexually transmitted infections 12. Abnormal uterine bleeding 13. Pelvic pain 14. Gynecological malignancy 15. Pap smear and management of abnormalities 16. Well-woman care

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					4 th Friday zoom Read the syllabus Review arrival instructions from site	Complete the required 4 OME lessons	
Week 1	Complete 1-2 OME topics	Complete 1-2 OME topics	Complete 1-2 OME topics	Complete 1-2 OME topics	Complete 1-2 OME topics	Complete 3 OME topics	Complete 3 OME topics Complete 1 OME case
Week 2	Complete 1-2 OME topics	Complete 1-2 OME topics	Complete 1-2 OME topics	Complete 1-2 OME topics	2 nd Friday Complete 1-2 OME topics	Complete 3 OME topics Complete 1 OME case	Complete 3 OME topics Complete 1 OME case
Week 3	Complete 1 OME topic	Complete 1 OME topic	Complete 1 OME topic	Complete 1 OME topic	Complete 2 OME topic Complete 1 OME case	Complete 2 OME topics Complete 1 OME case	Complete 1 OME topic Finish 100 Q bank questions
Week 4	Complete 1 OME topic	Complete 1 OME topic Zoom Meeting 5pm with Dr. Nelson	Complete 1 OME topic	•Review/study	• COMAT		

SITE SPECIFIC EXPECTATIONS AND PRACTICES

Rotation Site Expectations (provided by each preceptor) In addition to the specialty specific guidelines provided by the chair, students are expected to be mindful of the site specific expectations and practices as provided by the preceptor.

PREPARING FOR THE ROTATION

1. **Study and review the OnlineMedEd (OME) OBGYN Core Rotation Checklist** posted on Elentra. (There will be a survey at the end of your rotation as to how well this guide served you. Please look for that email link.)
2. **Complete the following topics** in OnlineMedEd (OME) PRIOR to starting your rotation on Monday:
 - Female Pelvic Anatomy
 - Contraception
 - Physiology of Pregnancy
 - Normal labor and Delivery

*Prior to starting the rotation, the faculty at each site expect each student to have mastered the following:

- Breast exams and pelvic exams
- Normal and abnormal obstetrics
- Fetal heart tracing interpretation
- Obtaining a GYN and OB history.

*The following resources are available to help you prepare to start the rotation:

- Pelvic examination techniques:
 - Stanford Medicine 25 with Dr. Paula Hillard
<https://stanfordmedicine25.stanford.edu/the25/PelvicExam.html>
 - Dr. Alison Edelman et al pelvic exam

<https://www.nejm.org/doi/pdf/10.1056/NEJMvcm061320>

- Breast examination techniques:
 - Dr. Charles Goldberg Practical Guide to Clinical Medicine: Breast Examination
<https://meded.ucsd.edu/clinicalmed/breast.html>
 - Stanford Medicine 25 with Dr. Paula Hillard
<https://stanfordmedicine25.stanford.edu/the25/BreastExam.html>
- FOM7 slides on how to take menstrual history and sexual history.
- FOM4 slides on normal obstetrics
- FOM7 slides on abnormal obstetrics
- Review videos from this YouTube page that is a compilation of important OBGYN topics
 - https://youtube.com/playlist?list=PLMzyinCuFQIgB3da3wU5ldOyXDRPMk_FA&si=CzVRA2fpl3wVknWB.

HIGH YIELD TOPICS, SKILLS, PROCEDURES, AND RESOURCES/APPS

***TOPICS: all topics listed in OnlineMedEd**

***Required Procedures – Report Highest Level of Participation**

Obstetrical Cases	Gynecologic Cases
1. Prenatal care	9. Routine gynecological exam
2. Normal labor	10. Contraception counseling and management
3. Abnormal labor (arrest of dilation or descent)	11. Vaginitis and sexually transmitted infections
4. Postpartum care and examination	12. Abnormal uterine bleeding
5. Premature or spontaneous rupture of membranes	13. Pelvic pain
6. Hypertensive disorders of pregnancy	14. Gynecological malignancy
7. Bleeding in pregnancy (first, second or third trimester)	15. Pap smear and management of abnormalities
8. Medical diseases complicating pregnancy	16. Well-woman care

Other procedures – Become Familiar with Indications and Possible Complications

1. Antepartum ultrasound	14. Colposcopy and cervical biopsy
2. Amniocentesis and chorionic villus sampling	15. Excisional procedures of the cervix
3. Intrapartum fetal surveillance	16. Vulvar biopsy
4. Induction and augmentation of labor	17. Endometrial biopsy
5. Vaginal birth after Cesarean delivery	18. IUD placement/IUD removal
6. Operative vaginal delivery	19. Contraceptive implant placement/implant removal
7. Breech delivery	20. Hysterosalpingogram
8. Cesarean delivery	21. Hysteroscopy
9. Postpartum tubal ligation	22. Laparoscopy
10. Cerclage	23. Permanent contraception
11. Newborn circumcision	24. Hysterectomy and bilateral salpingo-oophorectomy
12. Newborn examination	25. Pregnancy termination
13. Pelvic ultrasound	

NOTE regarding sensitive procedures: When going to the operating room, doing an examination under anesthesia (EUA) can be a very valuable learning experience not only because the exam is done with a relaxed patient, but because you have an opportunity to immediately visualize what you palpated. However, remember that you **must** **always** meet all the state law requirements in the box below before you consider doing an Exam Under Anesthesia.

Exam Under Anesthesia (EUA) Requirements:

A student may perform an “educational” pelvic examination on a patient under anesthesia only when all the following conditions are met:

1. The patient has provided explicit consent to the teaching pelvic examination and recognizes that the student is part of her care team.
2. EUA is listed on written consent that the patient has signed.
3. The performance of the pelvic examination is related to that surgical procedure or diagnostic examination being performed.
4. The student has met the patient before she received anesthesia.
5. The exam is done under the direct supervision of an educator.

Review with your preceptor any additional local requirements for consent for doing a sensitive exam (breast, pelvic, rectal). This may include written or verbal consent and should be discussed before approaching the patient.

HIGH YIELD RESOURCES & APPS

Required Texts: One of the 2 following texts is required:

- Casanova R, et al. **Beckmann and Ling’s Obstetrics and Gynecology** (9th ed) 2023; Lippincott Williams & Wilkins, a Wolters Kluwer business.
 - This textbook is closely linked to the Association of Professors of Gynecology and Obstetrics (APGO) learning objectives. Chapters in this book are short and have case studies that include board review type questions with detailed answers.
- **GLOWM Library** for Women at: <https://www.glowm.com/>.
 - A free online comprehensive resource from the Federation of International Gynecologists and Obstetricians covering all reproductive health issues. Continuously updated and very helpful throughout your career.

Other resources

- **American College of Obstetrics and Gynecology (ACOG)** has a resource library open to all members with guidelines and practice bulletins that establish standards of care for OB-GYN in the United States. Medical students can join for free at <https://www.acog.org/membership>.
- **Association of Professors of Obstetrics and Gynecology (APGO)** offers a complete curriculum with videos, learning objectives and cases at <https://apgo.org/page/msostudent>.
- Epocrates
- UpToDate
- Medscape
- MD Consult can be useful as quick reference sources.

Recommended downloads for handheld devices:

- US Medical Eligibility Criteria for contraceptive methods 2024 (App free from CDC)
- US Selected Practice Recommendations for Contraception 2024 (App free from CDC)
- STD Treatment Guidelines 2021 (App free from CDC)
- OB Wheel app
- Breast Cancer Surveillance Calculator (BCSC) (App free under Breast cancer risk estimator)
- ASCCP APP (\$9.99 from App store) (optional) – very useful in cervical cancer screening and management

NOTE: Individual preceptors may recommend other resources

ROTATION EXPECTATIONS, PROFESSIONALISM STANDARDS, & ACADEMIC DISHONESTY

Students are expected to adhere to all policies and standards outlined in the **Clinical Rotations Manual (CRM)** and the **University Catalog**, including but not limited to expectations regarding rotation performance, professional behavior, attendance, disability accommodations, and academic integrity.

Violations of these standards, whether occurring in academic settings, clinical environments, or non-academic contexts, including those outside of WesternU-sponsored activities constitute a breach of the professional trust placed in each student. Such violations may result in disciplinary actions, including suspension or dismissal from the program.

- Link to Clinical Rotations Manual: [cem.pdf](#)
- Link to University Catalog: <https://www.westernu.edu/registrar/catalog/>

Students with any questions or concerns regarding these policies should promptly consult the course director.

AACOM ENTRUSTBLE PROFESSIONAL ACTIVITIES (EPAS)

EPAs or activities to which you are expected to have on your first day of residency is found within the Clinical Education Manual.

LEARNING OBJECTIVES

The student will be expected to:

1. Apply basic knowledge of the organ systems' pathology and physiology into the medical patient's care.
2. Apply basic knowledge of molecular, biochemical, and cellular mechanisms to the care of the medical patient for maintaining homeostasis.
3. Perform an appropriately comprehensive history and physical examination on both hospitalized and ambulatory medical patients.
4. Formulate and communicate a focused differential diagnostic problem list on each medical patient.
5. Search the medical literature for the most current aspects of diagnostic and management strategies to thereby apply the principles of evidence-based medicine to the care of the individual medical patient.
6. Formulate strategies for disease prevention based on knowledge of disease pathogenesis and mechanisms of health maintenance.
7. Integrate concepts of epidemiology and population-based research methods into the care of the individual medical patient.
8. Formulate diagnostic and treatment plans considering a cost-benefit analysis, access to healthcare, and personal preferences of the patient.
9. Respect the cultural and ethnic diversity of their patients' beliefs in evaluating and managing their medical care.
10. Display honesty, integrity, respect, and compassion for patients and their families.
11. Participate in the education of patients, families, and other students.
12. Perform as part of an inter-professional team to enhance patient safety and improve patient care.
13. Display collegiality and professionalism toward all members of the healthcare team.
14. Follow all infection control policies and guidelines as established by the Centers for Disease Control and Prevention (CDC) and the Society for Healthcare Epidemiology of America (SHEA).
15. ENCOURAGE AT LEAST ONE ENCORPERATING OSTEOPATHIC PRINCIPALS IN PRACTICE

OUTCOMES & COMPETENCIES

WU INSTITUTIONAL OUTCOMES	Health Professional Education	Learning Objective*
1. Critical Thinking	The graduate should be able to identify and solve problems that require the integration of multiple contexts when performing patient care.	1,2,3,4,5,6,7,8,11,12,14
2. Breadth and Depth of Knowledge in the Discipline/Clinical Competence	The graduate should be able to perform appropriate diagnostic and therapeutic skills, to apply relevant information to patient care and practice, and to educate patients regarding prevention of common health problems.	1,2,3,4,5,7,8,9,11,12,14
3. Interpersonal Communication Skills	The graduate should be able to effectively use interpersonal skills that enable them to establish and maintain therapeutic relationships with patients and other members of the health care team.	3,4,9,10,11,12,13
4. Collaboration Skills	The graduate should be able to collaborate with clients and with other health professionals to develop a plan of care to achieve positive health outcomes for their patients	3,4,8,9,11, 12,13
5. Ethical and Moral Decision-Making Skills	The graduate should be able to perform the highest quality of care, governed by ethical principles, integrity, honesty, and compassion.	8,9,11,12, 13
6. Lifelong Learning	The graduate should be able to engage in life-long, self-directed learning to validate continued competence in practice.	5,7,8,9
7. Evidence-Based Practice	The graduate should be able to utilize research and evidence-based practice and apply relevant findings to the care of patients.	2,3,4,5,6,7,8,9,12, 14
8. Humanistic Practice	The graduate should be able to carry out compassionate and humanistic approaches to health care delivery when interacting with patients, clients, and their families. They should unfailingly advocate for patient needs.	8,10,11,13

*Please see learning objectives above

COMP/AOA CORE COMPETENCIES	Competency: Osteopathic Medical Students are part of an educational continuum that leads to residency and the curriculum provides the foundation for the following outcomes:	Learning Objective*
1. Osteopathic Philosophy and Osteopathic Manipulative Medicine	Residents on their first day of residency are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT) appropriate to their specialty. The educational goal is to train a skilled and competent osteopathic practitioner who remains dedicated to life-long learning and to practice habits in osteopathic philosophy and manipulative medicine.	6,9,10,11,12
2. Medical Knowledge	Residents on their first day of residency are expected to demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.	1,2,3,4,5,6,7,8,9,11,12,14
3. Patient Care	Residents on their first day of residency must demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventative medicine, and health promotion.	2,3,9,10,11,12
4. Interpersonal and Communication Skills	Residents on their first day of residency are expected to demonstrate interpersonal/communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.	4,8,9,10,11,12,13,14
5. Professionalism	Residents on their first day of residency are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population. Residents should be cognizant of their own physical and mental health in order to effective care for patients. Please note that professionalism is an integral part of the career of a physician. Clinical sites do have the right to fail a student or remove them from rotation due to deficits in professionalism.	7,9,10,11,12,13
6. Practice-Based Learning and Improvement	Residents on their first day of residency must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.	5,6,7,8,12,14
7. Systems-based Practice	Residents on their first day of residency are expected to demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost- effective medicine.	5,6,7, 8,12,14

COMPARISON OF OUTCOMES STANDARDS: WU AND COMP	WU	COMP
Critical Thinking	1	1, 2, 3 6
Breadth and Depth of Knowledge in the Discipline/Clinical Competence	2	1, 2, 3, 4, 5, 6, 7

Interpersonal Communication Skills	3	4
Collaboration Skills	4	4
Ethical and Moral Decision-Making Skills	5	1, 3,5,6
Lifelong Learning	6	1, 2, 3, 6, 7
Evidence-Based Practice	7	1, 2, 3, 6, 7
Humanistic Practice	8	3, 4, 5

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OnlineMedEd Clerkship Curriculum Mapping – OB-GYN

Expectations:

- Complete all 41 lessons during the rotation.
- Complete all 8 CaseX cases during the rotation.
- We have provided a suggested outline to guide your work in OME. In general, OME is all about self-directed learning, but our expectation is that you commit 1-2 hours of work in OME on weekdays and 2-3 hours on the weekend. It is also recommended that you complete a few of the topics PRIOR to your rotation so they are appropriately prepared. See lesson links below.
- Completion metrics are:
 - Read the Prime notes and click “Go to next activity.”
 - Watch >90% of the Acquire video.
 - Answer the Challenge questions.
- Assessments: You will be assigned a 100 item practice quiz to be completed by week 3 of the rotation, to help prepare for your COMAT.

Other Tips/Best Practices:

- Use an outline or Cornell note format to take notes while you read and watch the videos.
- Consolidate your notes within a day (if possible) after completing a lesson. Use an active strategy such as concept mapping that allows you to identify patterns and relate the new information to prior knowledge.
- Schedule weekly review time and include all material you’ve covered up to that point. Spaced repetition strengthens the neural networks involved in memory. Use any strategy that works for you, as long as you are recalling the material, not rereading it. Note what content you are still unfamiliar with and spend more time on it during the next review session.

OnlineMedEd OB-GYN Clerkship Lesson Outline

***Weekend PRIOR to rotation starting, complete the following topics:**

- 4th Friday review (Steller)
- [Female Pelvic Anatomy](#)
- [Contraception](#)
- [Physiology of Pregnancy](#)
- [Normal Labor and Delivery](#)

Week 1:

- Complete 1-2 lessons/day on weekdays and 3 lessons/day on weekends = 14 total
- Complete 1 case

Week 2:

- Complete 1-2 lessons/day on weekdays and 3 lessons/day on weekends = 14 total
- Complete 2 cases
- 2nd Friday review (Dr. Nguyen)

Week 3:

- Complete 1 lesson/day on weekdays and 2 lessons/day on weekends = 9 total
- Complete 2 cases
- Complete your 100 question practice test

Week 4:

- 4th Monday review (Dr. Nelson)
- Complete 3 lessons
- Finish up any pending topics
- Study for COMAT

Gynecology

- [Pelvic Organ Prolapse](#)
- [Urinary Incontinence](#)
- [Gynecological Infections](#)
- [Adnexal Mass](#)
- [Approach to Vaginal Bleeding](#)
- [Abnormal Uterine Bleeding](#)
- [Genital Ulcers](#)

Gynecology Oncology

- [Overview of Gynecologic Cancers](#)
- [Cervical Cancer](#)
- [Endometrial Cancer](#)
- [Ovarian Cancer](#)
- [Vaginal/Vulvar Cancer](#)
- [Gestational Trophoblastic Disease](#)

Reproductive Endocrinology

- [Puberty](#)
- [Primary Amenorrhea](#)
- [Secondary Amenorrhea](#)
- [Menopause](#)
- [PCOS and Hyperandrogenism](#)
- [The Infertile Couple](#)

Preconception and Early Pregnancy

- [Preconception Counseling and Routine Prenatal Care](#)
- [Medical Disease and Teratogens](#)
- [Antenatal Genetic Screening](#)
- [Ectopic Pregnancy](#)
- [Spontaneous and Induced Abortions](#)
- [Multiple Gestation](#)

Late Pregnancy and Post-Partum

- [Hypertension and Eclampsia Spectrum](#)
- [Diabetes During Pregnancy](#)
- [Third-Trimester Bleeding](#)
- [Post-Partum Hemorrhage](#)
- [Perinatal Infections 1 - TORCH](#)
- [Perinatal Infections 2 - NOT TORCH](#)
- [Alloimmunization](#)
- [Grief, Survivors, and Babies](#)

Labor & Delivery

- [Antenatal Testing and Intrapartum Surveillance](#)
- [Protraction and Arrest of Labor](#)
- [Pre- and Post- Term Complications of Pregnancy](#)
- [Obstetrical Operations](#)

OnlineMedEd CaseX Cases

- [Obstetrics 1](#)
- [Obstetrics 2](#)
- [Obstetrics 3](#)
- [Obstetrics 4](#)
- [Obstetrics 5](#)
- [Gynecology 1](#)
- [Gynecology 2](#)
- [Gynecology 3](#)

Attachment I
Required Procedure Log

Report Highest Level of Participation for Each Category
Performed (**P**), Assisted (**A**), Observed (**O**), Read/viewed video (**R**)

Obstetrical Cases	Level	Gynecologic Cases	Level
Prenatal care		Routine gynecologic exam	
Normal labor		Contraception counseling/management	
Abnormal labor (arrest of dilation/descent)		Vaginitis and sexually transmitted infections	
Postpartum care and examination		Abnormal uterine bleeding	
Premature or spontaneous rupture of membranes		Pelvic pain	
Hypertensive disorders of pregnancy		Pap smear and management of abnormalities	
Bleeding in pregnancy (1 st , 2 nd , or 3 rd trimester)		Gynecologic malignancy	
Medical diseases complicating pregnancy		Well-woman care	

Submit completed form to nelsona@westernu.edu by the last day of your rotation.