

Course No.:	OM7090	Course Title:	OB-GYN/Women's Health
Credit Hours:	4 Weeks, 4 credit hours	Chair, OB-GYN:	Courtney Steller, DO csteller@westernu.edu
		OBGYN faculty	Anita L. Nelson, MD nelsona@westernu.edu
		OBGYN faculty	Lena Nguyen, DO lenanguyen@westernu.edu
Term - Dates:	Academic Year 2024-2025	Level:	OMS III

Rotation Description

This course provides exposure to and experience with the normal and abnormal reproductive physiology of those identified at birth as females (women) throughout their lives. Attention is devoted to the recognition and management of common problems typically seen by primary care physicians and to reproductive health conditions that are less common but could be life-threatening if not diagnosed and treated correctly. The nationally accepted APGO (Association of Professors of Obstetrics and Gynecology) curriculum for third-year clinical rotations has been adopted for use. Because the patient experiences each student has represents only a slim proportion of the topics students are expected to master on this rotation, this curriculum provides a guide to students about what they should study. When questions ask the student how a patient should be counselled about a subject, practice what you would say; script the answer, not just list topics that should be covered. Also, because student clinical experiences vary considerably, there are mandatory ZOOM sessions scheduled throughout the rotation with Western faculty for students to share their experiences to harmonize the collective clinical learning. Those sessions also review top level topics to prepare you for COMAT. Students must attend unless they are involved in an emergency. We expect you to have your cameras on during the entire meeting so make sure you are in a setting where that is possible. Details about the meetings are sent just before the beginning of the rotation. Students should maximize the clinical experience they have with patients who present in both inpatient and outpatient settings and supplement that experience with the topics covered in the APGO curriculum. You also have access to educational videos and practice questions through Online Med Ed which is recommended for supplementation of learning. Guidelines from national sources, such as ACOG, the CDC, ACS, ASCCP, ASRM and USPTF are provided for students to use.

Purpose of Rotation

The purpose of this rotation is to provide each student with a solid foundation in the diagnosis and management of common obstetric, gynecologic, and Women's Reproductive Health conditions as well as health care maintenance and reproductive disease prevention for women, regardless of what specialty the student may eventually pursue. In addition, the rotation is designed to provide those who might be interested in focusing on women's health, a rich experience to help them make their career decisions.

Preparing for the Rotation

<u>Prior</u> to starting the rotation, the faculty at each site expect each student to have mastered each of the following:

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

In order to achieve these basic entry requirements, students are expected to have completed the following:

- Review videos on pelvic examination techniques. Options include:
 - 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
- Review videos on breast examination techniques. Options include:
 - Dr. Charles Goldberg Practical Guide to Clinical Medicine: Breast Examination https://meded.ucsd.edu/clinicalmed/breast.html
 - Stanford Medicine 25 with Dr. Paula Hillard <u>https://stanfordmedicine25.stanford.edu/the25/BreastExam.html</u>
- Review FOM7 slides on how to take menstrual history and sexual history.
- Review FOM4 slides on normal obstetrics
- Review FOM7 slides on abnormal obstetrics
- Review videos from this YouTube page that is a compilation of important OBGYN topics
 - https://youtube.com/playlist?list=PLMzyinCuFQlgB3da3wU5ldOyXDRPMk FA&si=CzVRA2f pl3wVknWB.

Required resources to have accessed and read by FIRST DAY of the rotation.

- o Fourth Friday Introduction PowerPoint and Hot Topic Review with Dr. Steller
- o This syllabus for OB-GYN rotation
- o APGO curriculum /packet from: https://apgo.org/page/msostudent.
- APGO uWISE test bank and student handbook should also be signed up for. The link for this will be sent to each student from Mary Guenthart before the first day of rotation.

Required Equipment

- Stethoscope
- White coat
- Flashlight
- iPhone or equivalent

Required Tasks Due During the Rotation

All students are expected to complete each of the following:

- Review all the topics in the APGO curriculum (AKA APGO Medical Student Education Objectives 11th Edition). This can be found at: https://apgo.org/page/msostudent. To complete reviewing all the topics before the end of the rotation, you should plan to review 2-3 cases per day.
- Sign up for APGO uWISE questions. Complete the two 50-question practice quizzes one for obstetrics and one for gynecology. Submit the certificate of successful completion (≥70% correct answers) for each quiz by the end of the 3rd week (day 21) of rotation to Dr. Steller at csteller@westernu.edu.
- Attend all the scheduled mandatory ZOOM meetings with OBGYN Faculty covering high yield topics and sharing cases seen on service. The schedule of ZOOM meetings with the link will be sent to you by Mary Guenthart by the beginning of the rotation. *Inform your attending that you* will need to be excused to attend these meetings.
 - o Fourth Friday Introduction and Hot Topics (Dr. Steller, prior to rotation start) 1:30-3:30pm
 - o Second Friday Question Review (Dr. Nguyen) 3:15-4:30pm
 - o Fourth Monday Hot Topic and Question Review (Dr. Nelson) 5:30-6:30pm
- Submit a report to Dr. Nelson at nelsona@westernu.edu by the last day of the rotation of the highest level of participation for each of the Required APGO Activities listed in the following box. Options to describe your highest level of participation are: "Performed", "assisted", "observed", "read/watched video". (See last page of syllabus for printable form)

Required Procedures - Report Highest Level of Participation

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	11. Vaginitis and sexually transmitted				
descent)	infections				
4. Postpartum care and examination	12. Abnormal uterine bleeding				
5. Premature or spontaneous rupture of	13. Pelvic pain				
membranes	14. Gynecological malignancy				
6. Hypertensive disorders of pregnancy	15. Pap smear and management of				
7. Bleeding in pregnancy (first, second or third	abnormalities				
trimester)	16. Well-woman care				
8. Medical diseases complicating pregnancy					

• Familiarize yourself with the procedures listed below. If you do not see them during your rotation, read about them and view videos so you can describe their indications and 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	

- Students are advised to go to ACOG.org and join the organization as medical students (for free) to have access to all the Practice Bulletins and Committee Opinions that define standard of care.
- <u>OPTIONAL</u>: you can utilize the videos and question bank through Online Med Ed for additional learning opportunities. A recommended schedule is attached.

Students on Clinical Rotations are Also Expected to Do Each of the Following:

- Actively seek clinical experience take histories, perform physical examinations (especially breast
 and pelvic exams), develop assessments and management plans. Work with attendings to obtain
 this experience.
- For those of you who have opportunity to go to the operating room, doing an examination under
 anesthesia (EUA) can be a valuable learning experience not only because the exam is done with a
 relaxed patient, but because you have an opportunity to visualize immediately what you palpated.
 However, remember that you <u>must always</u> meet all the requirements in the box below before you
 consider doing an Exam under anesthesia (EUA).

Exam Under Anesthesia Requirements (EUA):

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

- 1. The patient has provided explicit consent in writing 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 requirements for consent during a sensitive exam (breast, pelvic, rectal). This may include written or verbal consent, but should be discussed before examinations are done.

When there is any interruption in your clinical experience

- You are expected to have at least 40 hours a week of clinical experience over 5 days each week.
- Email Dr. Steller directly and inform the school (OAA) whenever there is an interruption in that schedule due to illness or scheduled vacations

Recommended Readings and Electronic Resources to Use During the Rotation

Required Texts: One of the 3 following texts is required:

> Beckmann et al; Obstetrics and Gynecology (8th ed); Worthers Kluwer Health, 2019

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. (Downloadable) (Rentable)

- ➤ Hacker and Moore; Essentials of Obstetrics and Gynecology (6th ed.); W.B. Saunders, 2015. An excellent current text aimed at the medical student that should cover all the core objectives. Excellent use of boldface type to highlight important material. Good references for additional reading at the end of each chapter. The text was also required for the second-year course on the Reproductive System. Supplemental Textbooks (Rentable)
- ➤ 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.

Other resources

Epocrates, UpToDate, Medscape or MD Consult are useful as quick reference sources.

OnlineMedEd (see attached suggested courses and questions)

Recommended downloads for handheld devices:

- US Medical Eligibility Criteria for contraceptive methods, 2016 (App free from CDC)
- US Selected Practice Recommendations for Contraception, 2016 (App free from CDC)
- STD Treatment Guideline 2021 (App free from CDC)
- Flowsheet for Pregnancy of Unknown Location (attached in Elentra)
- OB Wheel app
- www.GlowM.com
- ASCCP APP (\$9.99 from App store) (optional) very useful in cervical cancer screening and management

NOTE: Individual preceptors may include other resources

Grading and Rotation Faculty

Evaluation/Grading

All students need to complete all the APGO modules, and to successfully complete all the clinical assignments listed in this syllabus (including to submit a certificate of successful completion of the APGO Quiz, and to submit the list of the highest level of performance for each of the 16 listed activities) and meet all the criteria set by the attending(s) and to successfully pass the COMAT exam. Students will be given standard grading with comments from the clinical attending.

Please note, your attending/preceptor's evaluation is based on, but not limited to the following:

- Communication skills regarding patients
- Care provided to assigned patients
- Attendance and participation at conferences, morning reports lectures and meetings
- Completion and accuracy of paperwork on patients (Histories and Physicals, progress notes, treatment plans, presentations, hand-outs, etc.)
- Interaction with attendings, residents, students, medical staff, nursing and ancillary personnel

- General knowledge base and knowledge applied to specific patients
- Motivation in the learning process
- Overall performance, participation, enthusiasm to learn, and effort to improve
- Mid-rotation grades should be given by the intern/resident/attending. The final grade should be given/reviewed with the student on the last day of the rotation.

Rotation Faculty

Faculty

Courtney Steller, DO, Chair and Assistant Professor Obstetrics & Gynecology, csteller@westernu.edu
Anita L. Nelson, MD, Professor Obstetrics & Gynecology, nelsona@westernu.edu
Lena Nguyen, DO, Assistant Professor Obstetrics & Gynecology, lenanguyen@westernu.edu

OAA Administrative Support:

Pomona: Marisa Orser, M.Ed., Associate Director of Clinical Education (909) 469-5253 **Lebanon**: Jacquelyn Hakes, Manager of Clinical Education and Rotations Office (541) 259-0212

Required Activities and Behaviors while on Clinical Rotations

The behaviors/attitudes and professional activities reflect COMP's program learning outcomes (competencies) and entrustable professional activities when on clinical rotations.

- 1. Write accurate, organized history and physicals, admit notes, progress notes, transfer notes, handovers, discharge notes.
- 2. Preform a history and physical on all new patients, emphasizing pertinent positives and negatives, and supporting differential diagnoses and your rationale for your first assessment.
- 3. Write orders on patients, even if not entered into the electronic medical record, and be prepared to discuss the orders with your resident and attending.
- 4. Attend daily rounds and orally present on all your patients in a concise, orderly, and logical manner.
- 5. Effectively communicate with attendings, residents and interns your assessments, workup, and management plan. Ensure that your management plan addresses the treatment of your diagnosis and is tailored for your specific patient. Plan for a workup that helps confirm or rule out your assessments and prioritize a differential diagnosis that is relevant to your patient's history and physical finding.
- 6. Communicate effectively with the patient, patient family member (as appropriate) and all members of the patient's larger health care team to ensure an appropriate understanding of the patient's condition and management plan.
- 7. Recommend to the intern, resident or attending physician a treatment plan for assigned patients.
- 8. Demonstrate knowledge of specific medical procedures (indications and contraindications)(See below).
- 9. Participate in all conferences, morning reports, lectures, and meetings available for students
- 10. Perform literature search on difficult clinical questions and share the information with team members
- 11. Lecture or present case histories as requested by interns, residents or attending
- 12. Participate in the oral handoff at the end of your shift
- 13. Be timely.
- 14. Wear appropriate attire.
- 15. Be professional always.
- 16. Record cases and procedures in T-Res.
- 17. Observe or participate in all recommended procedures; for procedures not observed, please see video links below.

- 18. Complete recommended readings and all readings assigned from the resident or attending.
- 19. Ask for mid-rotation feedback from senior resident and attending.

Skills (Entrustable Professional Activities Specific for Rotation)

- 1. Interpret fetal heart tracing patterns
- 2. Interpret antepartum testing results
- 3. Determine fundal height
- 4. Obtain adequate cervical cancer screening test
- 5. Detect and characterize breast mass
- 6. Determine uterine size, tenderness and mobility
- 7. Detect adnexal masses
- 8. Evaluate for cervical motion tenderness
- 9. Counsel women about contraceptive options, pregnancy options
- 10. All other procedures required by APGO on page 3

Skills (AACOM Entrustable Professional Activities) Common to All Clinical Rotations

- EPA 1: Gather a history and perform a physical examination.
- EPA 2: Prioritize a differential diagnosis following a clinical encounter.
- EPA 3: Recommend and interpret common diagnostic and screening tests.
- EPA 4: Enter and discuss orders and prescriptions.
- EPA 5: Document a clinical encounter in the patient record.
- EPA 6: Provide an oral presentation of a clinical encounter.
- EPA 7: Form clinical questions and retrieve evidence to advance patient care.
- EPA 8: Give or receive a patient handover to transition care responsibility.
- EPA 9: Collaborate as a member of an interprofessional team.
- EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
- EPA 11: Obtain informed consent for tests and/or procedures.
- EPA 12: Perform general procedures of a physician.
- EPA 13: Identify system failures and contribute to a culture of safety and improvement.

Resources and Media

See prior pages for additional resources

The following can serve as supplemental textbooks/resources:

- Blueprints in Obstetrics and Gynecology
 - Good board review type questions with clinical pearls. uWISE test bank questions are better.
- Williams Obstetrics (McGraw Hill)

This is the classic textbook on obstetrics written by and for obstetricians. It is lengthy but eminently readable. It is recommended students going on to practice obstetrics (either as an Ob-Gyn or Family Physician).

- Ward RC, Ex Ed. <u>Foundations for Osteopathic Medicine</u>. Philadelphia: Lippincott, Williams and Wilkins. 2003. Ch. 28, p.409-419 and Ch. 31, p. 450-461.
- Video surgical cases and procedures to watch if you do not see them in person:
 - Global Health Media Project Women's Health Videos.
 https://www.youtube.com/channel/UCLxFqUTzhUVC- F pd4Yvkg
 - Reproductive Health Library https://www.youtube.com/channel/UCfYi3MN6-SIzKITNioY8k4A
 - <u>Electronic Fetal Monitoring (EFM)</u> YouTube: https://www.youtube.com/watch?v=iMTYiZSPjzM
- APGO Basic Science Video Lactations
 - Lactation YouTube:
 - https://www.youtube.com/watch?v=GpDRox_3yVQ https://www.youtube.com/watch?v=H-7qG4SKQhI
 - <u>Breastfeeding Physiology of breastfeeding from WHO https://www.ncbi.nlm.nih.gov/books/NBK148970/</u>
 - Elentra criteria lists to augment your learning
 - List of videos rated highly by APGO and/or fellow students
 - Copies of articles that provide important clinical background and practice guidelines.
- Additional valuable videos demonstrating a wide range of procedures are listed in the section on additional resources in Elentra.

Rotation Schedule

Each site will provide students with a schedule on the first day of the rotation. If not provided, please ask and have a clear understanding as to the expectations. These schedules are rarely available prior to the start of the rotation.

Students must attend and participate in all assigned and/or required activities specified at the rotation site.

It is the student's responsibility to read, understand, and follow all information and instructions provided by the site.

It is expected that students will work a minimum of 40 hours per week on patient care, required curriculum and supplemental materials as directed above.

Core Overall Rotation Learning Objectives*

See Tables 1 and 2 below to correlate the following objectives with the COMP learning outcomes (competencies) and WesternU learning outcomes. Overall, the objective of this rotation is to develop confidence in the diagnoses and management of patient's condition as the learner works towards being entrusted to care for a patient independently.

In general terms, the student will be expected to:

- 1. Apply basic knowledge of the pathology and physiology of the organ systems into the care of the medical patient.
- 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 the hospitalized patients.
- 4. Formulate and communicate differential diagnoses on each medical patient and prioritize the list.
- 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 taking into consideration a cost-benefit analysis and access to healthcare.
- 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.
- 11. Display collegiality and professionalism toward all members of the healthcare team.
- 12. Communicate effectively with the patient, patient family member, and all members of the patient's larger health care team.

Table 1

COMP/AOA CORE COMPETENCIES	Learning Objective*	Competency: Osteopathic Medical Students are part of an educational continuum that leads to residency and the
		curriculum provides the foundation for the following outcomes:
1. Osteopathic Philosophy and	6,9,10,11,	Residents on their first day of residency are expected to
Osteopathic Manipulative	12	demonstrate and apply knowledge of accepted standards
Medicine		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.
2. Medical Knowledge	1,2,3,4,5,6,	Residents on their first day of residency are expected to
	7,8,9,11,	demonstrate and apply knowledge of accepted standards
	12,14	of clinical medicine in their respective specialty area,
		remain current with new developments in medicine, and
		participate in life-long learning activities, including
		research.
3. Patient Care	2,3,9,10,11	Residents on their first day of residency must demonstrate the
	12	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.

4. Interpersonal and	4,8,9,10,	Residents on their first day of residency are expected to	
Communication Skills	11,12,	demonstrate interpersonal/communication skills that	
	13,14	enable them to establish and maintain professional	
		relationships with patients, families, and other members	
		of health care teams.	
5. Professionalism	7,9,10,11,1	Residents on their first day of residency are expected to	
	2, 13	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	
		physician. Clinical sites do have the right to fail a student	
		or remove them from rotation due to deficits in	
		professionalism.	
6. Practice-Based Learning	5,6,7,8,	Residents on their first day of residency must	
and Improvement	12,14	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.	
7. Systems-based Practice	5,6,7,	Residents on their first day of residency are expected to	
	8,12,14	demonstrate an understanding of health care delivery	
		systems, provide effective and qualitative patient care	
		within the system, and practice cost- effective medicine.	

^{*}Please see learning objectives above

Table 2

			<u> </u>
	WU INSTITUTIONAL	Learning Objective*	Health Professional Education
	OUTCOMES		
1.	Critical Thinking	1,2,3,4,5,6	The graduate should be able to identify and solve problems that
		,	require the integration of multiple contexts when performing
		7,8,11,12,	patient care.
		14	
2.	Breadth and Depth	1,2,3,4,5,	The graduate should be able to perform appropriate diagnostic and
	of Knowledge in the	6,7,8,9,11	therapeutic skills, to apply relevant information to patient care and
	Discipline/Clinical	,	practice, and to educate patients regarding prevention of common
	Competence	12,14	health problems.
3.	Interpersonal	3,4,9,10,	The graduate should be able to effectively use interpersonal skills that
	Communication Skills	11, 12,13	enable them to establish and maintain therapeutic relationships with
			patients and other members of the health care team.
4.	Collaboration Skills	2 4 9 0 1	The graduate should be able to collaborate with glights and with other
7.	Collabol ation 3kills	3,4,8,9,1	The graduate should be able to collaborate with clients and with other
		1,12,13	health professionals to develop a plan of care to achieve positive health
			outcomes for their patients
1		1	

5.	Ethical and Moral Decision-Making Skills	8,9,11,12, 13	The graduate should be able to perform the highest quality of care, governed by ethical principles, integrity, honesty and compassion.
6.	Lifelong Learning	5,7,8,9	The graduate should be able to engage in life-long, self-directed learning to validate continued competence in practice.
	7. Evidence-Based Practice	2,3,4,5,6, 7,8,9,12, 4	The graduate should be able to utilize research and evidence-based practice and apply relevant findings to the care of patients.
8.	Humanistic Practice	8,10,11,1 3	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.

^{*}Please see learning objectives above

General Policies

Policy on Disability Accommodations: To obtain academic accommodations for this rotation, students with disabilities should contact the Center for Disability Issues and the Health Professions and the system coordinator within ten days of the beginning of the system. Disability Services can be reached at 909.469.5380.

Remediation Policy: Refer to the Clinical Education Manual **Attendance Policy:** Refer to the Clinical Education Manual

Academic Dishonesty: Complete confidence in the honor and integrity of the health professions student and health care professional is essential. Such confidence depends entirely on the exemplary behavior of the individual health care provider in his or her relations with patients, faculty and colleagues. Strict honesty as a personal way of life should be nurtured during the period of education for professional service. The student shall conduct all aspects of his or her life with honor and integrity. This includes accountability to oneself and to relationships with fellow students, future colleagues, faculty, and patients who come under the student's care or contribute to his or her training and growth, and members of the general public. This applies to personal conduct that reflects on the student's honesty and integrity in both academic and non-academic settings, whether or not involving a University sponsored activity.

Upon accepting admission to the University, each student subscribes to and pledges complete observance to the Standards of Academic and Professional Conduct as outlined in the University Catalog for each academic program. A violation of these standards is an abuse of the trust placed in every student and could lead to suspension or dismissal.

Copyright Statement:

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Required Procedures: Report Highest Level of Participation

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	

^{**}Please complete this form and return to Dr. Nelson at nelsona@westernu.edu by the last day of your rotation.**