



Department of Physician Assistant Education
Master of Science in Medicine
5 units

MSM 6503 WOMEN'S HEALTH

| | |
|---------------------------------------|------------------------------------|
| Course director: <i>Amy Vu</i> | Term: varies |
| Phone 619-849-7952 | Meeting day & time: TBD |
| Email AVu@pointloma.edu | Meeting location: TBD |

COURSE DESCRIPTION

This is a 5-week, full time required clinical experience during which the student will have the opportunity to evaluate and treat a wide variety of obstetrical and gynecological conditions in the inpatient or outpatient settings. Focus will be on eliciting and performing the obstetrical and gynecological history and physical examination, screening techniques, diagnostic procedures, management plans, contraceptive counseling, and management. The practicum will enable students to strengthen their knowledge of pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause, and sexually transmitted infections. Students will be expected to mirror the Preceptor's schedule and may be assigned to any shift on any day of the week, including holidays.

COURSE GOALS

Within this five-week rotation, the supervised students will:

1. Have the opportunity to expand upon their didactic knowledge of physical and psychological conditions that appear across the life span both acutely and chronically in a Woman's Health setting;
2. Learn to synthesize the didactic knowledge and skills gained into clinical applications in situations presented during the rotation;
3. Be provided ongoing opportunities to use the skills they have obtained in the evaluation of medical literature, and its use in evidence-based medicine and research;
4. Have the opportunity to increase their differential diagnoses;
5. Increase their ability to recommend, select and interpret appropriate diagnostic studies;
6. Gain proficiency in the diagnosis and management of conditions commonly encountered in Woman's Health.

7. Have the opportunity to interact with a diverse population of patients and a variety of disorders involving all organ systems commonly encountered in the Woman's Health environment.

PROGRAM LEARNING OUTCOMES

The content in this course will contribute to the student's proficiency in this/these area(s):

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

Initials indicate PA core competency required to meet the PLO.

PA Core Competencies:

MK = Medical Knowledge

IC = Interpersonal Skills & Communication

PC = Patient Care

PR = Professionalism

PB = Practice-based Learning

SB = Systems-based Practice

INSTRUCTIONAL OBJECTIVES

The following are the required learning objectives for the Woman's Health rotation. Students are responsible for meeting these objectives whether or not clinical examples are seen during the rotation experience. At the conclusion of the rotation, it is expected that the student will be able to do the following:

Alignment to Core Competencies and Program Learning Outcomes

| Core Competencies | Specific Learning Objectives | PLOs |
|--------------------------|--|--------------------|
| Medical Knowledge | <ul style="list-style-type: none"> ● Apply knowledge of reproductive anatomy, physiology and pathology to the care of the patient. ● Accurately assess patients presenting with common gestational or gynecologic disorders listed below. ● Assess fundal height in a prenatal patient ● Order and interpret appropriate diagnostic lab tests, imaging studies and | 1,2,3,4,7,10,11,12 |

| | | |
|--------------|--|----------------------|
| | <p>pharmacologic agents based on the clinical indications, common side effects, considering risks and benefits including impact on a fetus</p> <ul style="list-style-type: none"> ● Generate differential and final diagnoses based on the history of the patient, the physical examination, diagnostic studies performed, and clinical knowledge of common ob/gyn disorders as listed in the Women’s Health PAEA Topic List below. ● Evaluate the risk/benefit of various contraceptive options for a given patient. ● Demonstrate the ability to evaluate, manage and educate the patient and family regarding the gynecologic and perinatal conditions listed below. ● Select appropriate pharmacological agents incorporating knowledge of side effects, risks, benefits, drug interactions, and patient safety parameters including impact on fetus when appropriate | |
| Patient Care | <ul style="list-style-type: none"> ● Gather an accurate and thorough history based on the visit type including gynecologic, obstetric, prenatal or post-partum encounters. ● Perform a focused or comprehensive examination including breast, abdominal, pelvic, and bimanual examination pertinent to the patient’s chief complaint for preventative, gynecological, prenatal and post-partum encounters ● Provide appropriate counseling and guidance for patients seeking gynecologic and/or obstetrical care including family planning, domestic violence, nutrition, breastfeeding and menopause. ● Recognize the patient requiring emergent care and differentiate between patients requiring preventative, chronic, acute, and urgent care. ● Obtain informed consent for any tests, examinations, and/or procedures that are performed in the clinic, and educate the patient on the risks, tests and procedures to be performed. ● Demonstrate procedural skills as appropriate for the clinical setting. | 1,2,3,7,8,9,11,12,13 |

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| Interpersonal and Communication Skills | <ul style="list-style-type: none"> Communicates effectively and respectfully with patient and families demonstrating sensitivity to social and cultural traditions. Written communication with the preceptor and the healthcare team is presented in a clear, accurate, organized, and thorough fashion Able to present a case accurately reflecting chronology, details of physical findings, differential diagnoses, lab or imaging results and proposed treatment plan | 1,5,6,9,11,13 |
| Practice Based Learning & Improvement | <ul style="list-style-type: none"> Obtain, analyze, and use the medical literature and other information resources to address medical questions and to sustain professional growth Identifies strengths and weaknesses in knowledge and skills based on self-evaluation; seeks opportunities to increase knowledge and skills Solicits, accepts, and acts on feedback to make effective improvements. | 1,2,3,4,10,12,13 |
| Professionalism | <ul style="list-style-type: none"> Works well with team assuming responsibility when appropriate. Demonstrate respect, honesty, integrity and adherence to ethical behavior and legal standards Punctual for all scheduled events meeting all deadlines; dependable and communicates promptly when delayed | 9 |
| Systems Based Practice | <ul style="list-style-type: none"> Contribute to a culture of safety and improvement by identifying actual or potential system failures and notify the responsible person. Identify proper referral strategies for patients to other services for clinical interventions as appropriate. | 13 |

Alignment of Organ System Based Conditions

For the following conditions the student must define the etiology, identify the signs and symptoms, generate appropriate differential diagnoses, recommend a diagnostic work up, recognize risk factors and recommend prevention strategies, treatment and provide patient education as appropriate. Students are responsible for this knowledge whether or not clinical examples are seen during the rotation experience.

| System | Symptom | Condition |
|------------|-------------|--------------------|
| Gynecology | pelvic pain | Ovarian neoplasms, |

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| | vaginal discharge vaginal bleeding | Cervical carcinoma, Cervical dysplasia, Breast cancer, Endometrial cancer Vaginal/vulvar neoplasms |
| Menstruation | pelvic cramping irritability break-through bleeding abdominal/pelvic pain | Normal physiology, DUB, Amenorrhea, Dysmenorrhea, Menopause, Premenstrual syndrome, Premenstrual dysphoric disorder |
| Structural abnormalities | pelvic pain recurrent UTI | Cystocele, Uterine prolapse, Rectocele, Ovarian torsion |
| Disorders of the breast | breast pain breast mass | Mastitis, Breast abscess, Breast fibroadenoma, Fibrocystic disease |
| Infections | vaginal discharge vaginal pain pelvic pain | Vaginitis (trichomoniasis, bacterial vaginosis, candidiasis, atrophic vaginitis), Cervicitis (gonorrhea, chlamydia, human papilloma virus), Herpes simplex, Pelvic inflammatory disease, syphilis, chancroid) |
| Other | | Contraceptive methods, Endometriosis, Ovarian cysts, Leiomyoma, Spouse or partner violence, Sexual assault, Urinary incontinence, Infertility |
| Obstetrics | prenatal care/ normal pregnancy | Prenatal diagnosis/care, Normal labor and delivery (stages, duration, mechanism of delivery, monitoring), Physiology of pregnancy, Fetal position, Multiple gestations |
| Pregnancy Complications | vaginal bleeding pelvic cramping | Abortion, Abruptio placentae, Ectopic pregnancy, Incompetent cervix, Placenta previa, Gestational diabetes, |

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| | | Pregnancy induced hypertension, Preeclampsia/eclampsia, Molar pregnancy |
| Labor and Delivery Complications | | Dystocia, Fetal distress, Premature rupture of membranes, Prolapsed umbilical cord, Preterm labor, Breech presentation |
| Postpartum Care | | Postpartum hemorrhage, Endometritis, Perineal laceration/episiotomy care, Normal physiology changes of puerperium Postpartum depression |
| Other | | Breastfeeding |

*Based on PAEA examination

RECOMMENDED STUDY RESOURCES

Note: Although there are no required textbooks for these rotations, students are encouraged to use textbooks and resources that are pertinent to the discipline of their study. The titles below are recommendations provided through Access Medicine.

**Title: Current Diagnosis & Treatment Obstetrics & Gynecology, 12th edition.

Author: Alan H. DeCherney and Lauren Nathan

Publisher: McGraw- Hill

ISSN 0197-582X

ISBN 978-0-07-183390-5

**Title: Clinician's Pocket Reference

Author: Leonard Gomella MD, FACS

Publisher: McGraw-Hill

ISBN: 978-0071160282

Recommended downloads for handheld devices:

- Epocrates
- Medscape
- PubSearch
- Medical Calc

NOTE: Individual preceptors may include other resources. You will be notified of these resources by each preceptor. *If your preceptor does not offer additional resources, ask them what resources they like to use.*

HEALTH PROMOTION & DISEASE PREVENTION OBJECTIVES

1. Define primary, secondary and tertiary prevention.
2. Identify patients at risk for the diseases listed above and discuss appropriate screening methods.
3. Provide patient counseling including education on patients at risk for the chronic conditions listed above to delay disease progression.
4. Apply current CDC guidelines for adult immunization.
5. Provide patient education of adults and elders relative to the most common injuries and illness in a given age group.

ROTATION EVALUATION PROCESS

Students must maintain a grade of 70% or better throughout the clinical year. A final score below 70% is considered failing. Grades are calculated on a percentage basis. All final course grade percentages are rounded to the nearest number. Rotation assessment grades are based on the following standards:

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|----------------------------------|-----|
| Rotation Preparatory Exam | 20% |
| End of Rotation OSCE Skills Exam | 30% |
| End of Rotation Examination | 35% |
| Preceptor Evaluation | 15% |
| Total 100% | |

- A.** Rotation Preparatory Exam: An open source, written assessment used to evaluate the student's current level of knowledge prior to the end of rotation examination. Comprised of multiple choice questions with content based on the rotation's instructional objectives appropriate, the student is expected to complete the questions with a grade of 85% and submit it at the completion of the rotation.
- B.** End of Rotation OSCE: This performance-based test is used to objectively measure the student's clinical competence. During the OSCE, students will be observed and evaluated as they address a clinical issue or skill relevant to the student's completed rotation.
- C.** End of Rotation Examination: A comprehensive written assessment to determine if the student has met the goals and objectives outlined for the clinical rotation.
- D.** The Preceptor Evaluation of the Student is graded on a Pass/Fail basis and is worth 15% of the course grade. Overall rotation grade at "novice" in any of the main competency areas will result in a failing mark for the Preceptor Evaluation
 - a. Medical Knowledge
 - b. Patient Care
 - c. Interpersonal and Communication Skills

In addition, any student who receives a failing mark for the Preceptor Evaluation will be referred to the SPPC for review:

E. In addition, any of the following may be criteria for failing the rotation:

- Failure of course components with a grade < 70%
- Failure to log and submit electronic entries and patient encounters
- Failure to submit student evaluation of preceptor and clinical site
- Unacceptable evaluation for professionalism (*refer to Clinical Manual*)
- Excessive or unexcused absences from the rotation site (*refer to Clinical Manual*)

Grading will be in keeping with Point Loma Nazarene University policy for graduate programs and grading will be as follows:

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|------------|----------|
| A = 93-100 | C =73-76 |
| A-= 92-90 | C-=70-72 |
| B+= 87-89 | D+=67-69 |
| B = 83-86 | D= 63-66 |
| B-= 80-82 | D-=60-62 |
| C+=77-79 | F= 0-59 |

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. No partial credit will be given for late assignments. Incompletes will only be assigned under extremely unusual circumstances. Late assignments receiving no credit must still be submitted.

REMEDIATION

If a student’s final grade falls below the required 70% needed to pass the rotation or the student receives a failing rotation evaluation, the student’s case will be referred to the MSM PA Program Student Progress and Promotion (SPPC) Committee. During the Clinical Phase, students have the opportunity to retake a maximum of one (1) failed EOR exam. Due to the unique nature of the clinical year, the dialed exam must be retaken within 7 days of notification of the failed exam. Students have the opportunity to repeat only one (1) failed rotation. The PA SPPC committee will consider requests for remediation plans and/or recycle options and make these recommendations to the full PA program faculty. For further details on this process, please refer to the *PLNU PA Program Student Handbook*.

END OF ROTATION STUDENT EVALUATIONS

All students are expected to complete the evaluations of their preceptor and clinical site the week preceding the completion of their rotations. Failure to submit the evaluation will result in a failing grade for the rotation. These evaluations, which are delivered online, are an important part of

rotation assessment and improvement efforts, so your cooperation in completing them is greatly appreciated.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students' equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

ARC-PA standards (5th edition) addressed in this course: B3.03 a(preventive, emergent, acute, chronic), B3.03b (lifespan) B3.03c (WH), B3.04 a,c (outpatient/inpatient), B3.07e (OB/GYN)

SPIRITUAL CARE AND CHAPLAIN SERVICES

PLNU strives to be a place where you grow as a whole person. To this end we provide

resources for our Graduate students to encounter God and grow in their Christian faith. We have an onsite chaplain, Rev. Gordon Wong, at the Mission Valley (MV) campus to service Graduate students at the Mission Valley and Balboa Campuses. Rev. Gordon Wong is available during class break times across the week. If you have questions for, desire to meet with, or want to share a prayer request with Rev. Wong you can contact him directly at mvchaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

This syllabus is subject to change. Students are encouraged to check course messages and emails in order to remain current.