



Edward Via College of Osteopathic Medicine

4th Year Clinical Rotation: Urogynecology

MED 8300: Surgical Selective Clinical Rotation I

MED 8310: Surgical Selective Clinical Rotation II

COURSE SYLLABUS

Chair	Contact Information
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I. Rotation Description

The rotation in Urogynecology will involve direct participation in the care of patients in the operating room, outpatient office setting and inpatient hospital. The rotation will introduce medical students to the management of common disorders of the lower urinary tract including the behavioral, medical and surgical procedures used to treat urinary incontinence, fecal incontinence and pelvic floor dysfunction. The educational experience will encompass aspects of Urogynecology and pelvic support defects under the direction of Urogynecologists, Urologists and Gynecologic Surgeons with expertise in minimally invasive surgery. Didactic sessions including lectures, conferences and teaching rounds may supplement the core clinical experience.

II. Rotation Goals

The medical student will acquire and demonstrate knowledge about core areas in Urogynecology including:

- The normal anatomic supports of the vagina, rectum, bladder, urethra and uterus (or vaginal cuff), including the bony pelvic, pelvic floor nerves and musculature and connective tissue
- The anatomy of the retropubic space
- The alterations in normal anatomic relationships associated with pelvic floor relaxation and other pelvic pathology conditions
- Identification of the anatomic defects associated with various aspects of pelvic support disorders
- The principal etiologies of pelvic support defects, urinary incontinence and fecal incontinence, including the effects of pregnancy and delivery
- The major types of urinary incontinence, their causes, symptom complexes, physical findings and distinctions, to include:
 - Stress urinary incontinence
 - Detrusor instability

3. Intrinsic sphincteric deficiency
 4. "Overflow" incontinence
 5. Functional incontinence
 6. Urge urinary incontinence
 7. Mixed urinary incontinence
- g. The symptoms that may be experienced by a patient with pelvic support defects, urinary incontinence or fecal incontinence
 - h. The pharmacology of medications used in the treatment of urogynecologic disorders
 - i. The microbiology of urinary tract infections and their treatment
 - j. The major suspected causes of urogynecologic disorders, such as:
 1. Obesity
 2. Pulmonary disease
 3. Multiparity
 4. Medications
 5. Infection
 - k. The etiology, prevention, recognition, diagnosis and management of fistulae involving the urinary tract

III. Rotation Design

The rotation in Urogynecology will involve direct participation in the care of patients in the operating room, outpatient office setting and inpatient hospital.

IV. Credits

4 week course = 4 credit hours (MED 8300 or MED 8310)

V. Suggested Textbook and References

- a. Urogynecology: Evidence-Based Clinical Practice, Moor, Kate H
- b. Urogynecology and Reconstructive Pelvic Surgery, 3e, Walters, Mark D. and Karram, Mickey M.

VI. Course Grading/Requirements for Successful Completion of the Urogynecology Rotation

- a. Attendance according to VCOM and preceptor requirements
- b. Preceptor Evaluation at end-of-rotation

Grading policies, academic progress, and graduation requirements may be found in the *College Catalog and Student Handbook* at: <http://www.vcom.vt.edu/catalog/>.

VII. Clinical Performance Objectives

The end-of-rotation evaluation for this rotation will be completed by your preceptor and 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.

- a. Communication - the student should demonstrate the following clinical communication skills:
 1. Effective listening to patient, family, peers, and healthcare team

2. Demonstrates compassion and respect in patient communications
 3. Effective investigation of chief complaint, medical and psychosocial history specific to the rotation
 4. Considers whole patient: social, spiritual & cultural concerns
 5. Efficiently prioritizes essential from non-essential information
 6. Assures patient understands instructions, consents & medications
 7. Presents cases in an accurate, concise, well organized manner
- b. Problem Solving – the student should demonstrate the following problem solving skills:
1. Identify important questions and separate data in organized fashion organizing positives & negatives
 2. Discern major from minor patient problems
 3. Formulate a differential while identifying the most common diagnoses
 4. Identify indications for & apply findings from the most common radiographic and diagnostic tests
 5. Identify correct management plan considering contraindications & interactions
- c. Clinical Skills - the student should demonstrate the following problem solving skills:
1. Assesses vital signs & triage patient according to degree of illness
 2. Perform good auscultatory, palpatory & visual skills
 3. Perform a thorough physical exam pertinent to the rotation
- d. Osteopathic Manipulative Medicine - the student should demonstrate the following skills in regards to osteopathic manipulative medicine:
1. Apply osteopathic manipulative medicine successfully when appropriate
 2. Perform and document a thorough musculoskeletal exam
 3. Utilize palpatory skills to accurately discern physical changes that occur with various clinical disorders
 4. Apply osteopathic manipulative treatments successfully
- e. Medical Knowledge – the student should demonstrate the following in regards to medical knowledge:
1. Identify & correlate anatomy, pathology and pathophysiology related to most disease processes
 2. Demonstrate characteristics of a self-motivated learner including demonstrating interest and enthusiasm about patient cases and research of the literature
 3. Are thorough & knowledgeable in researching evidence based literature
 4. Actively seek feedback from preceptor on areas for improvement
 5. Correlate symptoms & signs with most common diseases
- f. Professional and Ethical Behaviors - the student should demonstrate the following professional and ethical behaviors and skills:
1. Is dutiful, arrives on time & stays until all tasks are complete
 2. Consistently follows through on patient care responsibilities
 3. Accepts & readily responds to feedback, is not resistant to advice
 4. Assures professionalism in relationships with patients, staff, & peers
 5. Displays integrity & honesty in medical ability and documentation
 6. Acknowledges errors, seeks to correct errors appropriately
 7. Is well prepared for and seeks to provide high quality patient care

8. Identifies the importance to care for underserved populations in a non-judgmental & altruistic manner

g. Osteopathic Manipulative Medicine Components

Students must be familiar with the OMM didactic and workshop requirements for their OMS-4 year as described in the Osteopathic Manipulative Medicine website.