



# APGO Milestone 1 Curriculum Inpatient Gynecology

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## APGO Milestone 1 Curriculum Inpatient Gynecology

This case incorporates the following Milestones:

GY 1c: Gynecology Technical Skills: Endoscopy (Laparoscopy, Hysteroscopy, Cystoscopy)

- Demonstrates basic understanding of abdominal and pelvic anatomy
- Positions patient appropriately for surgery

GY 2: Peri-operative Care

- Demonstrates knowledge of basic abdominal and pelvic anatomy

GY 3: Abdominal/Pelvic Pain (Acute and Chronic)

- Demonstrates a basic understanding of patients presenting with abdominal/pelvic pain regarding 1) risk factors; 2) signs and symptoms

GY 7: First Trimester Bleeding

- Demonstrates basic understanding of normal early pregnancy development, including implantation, early embryology, and placental development

SB 1: Patient Safety and Systems Approach to Medical Errors: Participate in identifying system errors and implementing potential systems solutions

- Recognize limitations and failures of a team approach (e.g. hand-offs, miscommunication) in health care as the leading cause of preventable patient harm

PB 1: Self-directed Learning/Critical Appraisal of Medical Literature

- Demonstrates an understanding of critical appraisal of the literature
- Demonstrates responsiveness of constructive feedback

# Inpatient Gynecology

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IC 2: Communication with Physicians and Other Health Professionals and Teamwork

- Understands the importance of relationship development, information gathering and sharing and teamwork

This case incorporates the following Entrustable Professional Activities (EPAs):

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 7: Form clinical questions and retrieve evidence to advance patient care

EPA 13: Identify system failures and contribute to a culture of safety and improvement

This case incorporates the following Basic Clinical Skills (BCS) checklists:

Patient Positioning Checklist

Surgical Timeout Checklist

## Inpatient Gynecology

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**Case:**

A 17-year-old white female presents to the emergency department with vaginal bleeding and right-sided pelvic pain beginning three hours ago and getting progressively worse.

# Inpatient Gynecology

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## Obtain a medical history in a reproductive-aged woman (EPA 1)

**Learner Task:** Take a pertinent history for this patient.

**Educator Script:** Provide the following pertinent patient history of a reproductive-aged woman with pelvic pain as asked by the learner:

HPI: Gravida 0, LMP 6 weeks ago

P GYN Hx: Menarche at 12 years old, menstrual cycles q28-30 days lasting 4 days, moderate dysmenorrhea, no dyspareunia, coitarche at 16 years old, 2 lifetime male partners, treated for chlamydia 1 year ago, using condoms inconsistently for contraception, has never had a Pap test.

PMH: None

Meds: None

Allergies: No drug allergies

PSH: Tonsillectomy and adenoidectomy

Social history: She is in her senior year of high school, makes A's and B's in school. She is heterosexual and has had a boyfriend for a little over a year, they use condoms some of the time. She is in the school band, smokes occasionally, has tried alcohol, and denies drugs.

Review of systems: Complains of loss of appetite today, nausea x 2 weeks, denies the following: vomiting, constipation, increased urinary frequency, vaginal discharge or odor, personal history of bleeding disorders, breast discharge or tenderness, headaches, SOB, dizziness, chest pain, and fever.

# Inpatient Gynecology

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## Educator Checklist: History Taking

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

	Included =1	Not included =0
Student introduced her/himself appropriately (first name, last name, medical student)		
Student addressed patient as per patient preference		
Student clarified purpose of visit		
Student washed hands correctly (before touching patient)		
Obtains accurate gynecologic history and sexual history		
Obtains accurate obstetrics history		
Obtains accurate review of systems for chief complaint		
Obtains accurate past medical history		
Obtains accurate surgical history		

## Inpatient Gynecology

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	Included =1	Not included =0
Obtains accurate medication use, asks about over the counter and herbal supplements		
Obtains accurate allergy history		
Obtains accurate family history		
Obtains accurate social history, including smoking, alcohol use, drug use		

# Inpatient Gynecology

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**Develop a differential diagnosis for abdominal pain in a reproductive-aged woman (GY 3) (EPA 2)**

**Learner Task:** Develop a differential diagnosis for abdominal pain.

**Educator Checklist: Differential Diagnosis of Abdominal Pain in Reproductive-Aged Woman**

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

	Included =1	Not included =0
Intrauterine pregnancy		
Ectopic pregnancy		
Spontaneous abortion (missed, threatened, incomplete, complete, septic)		
Appendicitis		
Ovarian cyst		
Pelvic inflammatory disease		
Ovarian torsion		

# Inpatient Gynecology

## Order and interpret diagnostic tests for a reproductive-aged woman with abdominal pain (EPA 3)

**Learner Task:** Review the following details of focused physical examination and order the diagnostic tests that are most appropriate next step in management of this patient.

Vital Signs: BP 110/70, P 101, Respirations 16, afebrile

General: awake, alert and oriented x 3 in no acute distress

Heart and lung exam: normal other than tachycardia

Abdomen: + BS, mildly tender to palpation, guarding, no rebound; no masses appreciated.

Pelvic: normal external genitalia, normal urethral meatus, moist rugated vaginal mucosa, small amount of blood from cervical os, no discharge or odor appreciated. On bimanual exam, uterus is mildly enlarged and anteverted, smooth outer contour, mild cervical motion tenderness, cervical os is closed, fullness in right adnexa, left adnexa normal.

### Educator Checklist: Ordering and Interpretation of Diagnostic Tests

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

	Included =1	Not included =0
Order pregnancy test		
Orders CBC		
Orders blood type and Rh screen		
Orders pelvic ultrasound		



# Inpatient Gynecology

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## Develop a differential diagnosis in a patient with first trimester bleeding (GY 7) (EPA 2)

**Learner Task:** Review the following lab and radiology results and develop a differential diagnosis for first trimester bleeding.

Labs: WBC's normal, Hemoglobin 10.1, Hematocrit 30%, platelets 225K, hCG 8326 mIU/ml, Blood type O Positive

Radiology: Ultrasound showed right sided adnexal mass containing a gestational sac measuring 0.9 cm with yolk sac measuring 0.4 mm. No fetal pole or heart beat. The entire adnexal mass measures 2.2 cm, with mild free fluid in pelvis; no intrauterine gestational sac seen. Normal left adnexa.

### Educator Checklist: Differential Diagnosis of First Trimester Bleeding

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

	Included =1	Not included =0
Intrauterine pregnancy		
Ectopic pregnancy		
Spontaneous abortion (missed, threatened, incomplete, complete, septic)		
Bleeding from lower urogenital tract (i.e. cervix, vagina)		
Molar pregnancy		
Bleeding from rectum		

**Learner Follow-up:** Based on the information so far, what is the diagnosis?

**Correct Answer:** Unruptured ectopic pregnancy

# Inpatient Gynecology

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## List risk factors for ectopic pregnancy (GY 3)

**Learner Task:** List the risk factors for ectopic pregnancy and which factors this patient has.

### Educator Checklist: Risk Factors for Ectopic Pregnancy (\*this patient has)

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

	Included =1	Not included =0
Maternal age 35-44 years		
Previous ectopic		
Previous pelvic or		
History of gonorrhea or		
History of pelvic		
Several induced abortions		
Conceiving after tubal ligation		
Conceiving while an IUD is in place		
Smoking*		
Endometriosis		
Using fertility medications		

# Inpatient Gynecology

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**Perform an evidence-based medicine search on treatment options for ectopic pregnancy (PB 1) (EPA 7)**

**Learner Task:** Perform a quick literature search for potential treatments and describe management options for ectopic pregnancy.

**Educator Checklist: Management of Ectopic Pregnancy**

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the “Included” column to calculate the learner’s score.

	Included =1	Not included =0
Provides evidence for medical treatment		
Provides evidence for surgical treatment options		

# Inpatient Gynecology

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**Communicate elements of sign-out/hand-off using SBAR in a patient with suspected pregnancy (SB 1) (EPA 13)**

**Learner Task:** Communicate elements of sign-out/hand-off using SBAR in a patient with suspected pregnancy.

**Educator Checklist: Communication Elements of Sign-Out/Hand-Off**

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the “Included” column to calculate the learner’s score.

	Included =1	Not included =0
Situation (pertinent history and physical): unstable ectopic pregnancy in the ER. Student gives chief complaint, estimated gestational age, hCG level, US report, vital signs, exam, change in symptoms.		
Background: mentions all elements: age, history of chlamydia, vaginal bleeding		
Assessment: unstable ectopic pregnancy		
Recommendation: emergent operation		

# Inpatient Gynecology

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## Describe the value and limitations of patient handoffs (SB 1) (EPA 13)

**Learner Task:** After completing your brief literature search, the nurse calls and says the patient just returned from ultrasound is having increased abdominal pain. Her vital signs are now: BP 80/60, P 125, afebrile, RR 24. The student re-evaluates the patient who now has rebound and guarding on abdominal exam. The student calls the chief resident to give sign-out of the patient. Describe the value and limitations of patient handoffs.

**Learner Task:** Describe the value and limitations of patient handoffs.

### Educator Checklist: Values and Limitations of Patient Handoffs

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

Handoff Value	Included =1	Not included =0
Team-approach to care		
Takes advantage of hierarchal knowledge and experience of upper level residents/faculty		
Allows for clarification of medical issues		
Accurate and timely transition of patient care information		
Handoff Limitations	Included =1	Not included =0
Interferes with continuity of care		
Doesn't always prioritize highest acuity patients or care elements		
Not all information may be appropriately communicated		

# Inpatient Gynecology

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## Demonstrate proper patient positioning of laparoscopy (GY 1c) (BCS Patient Positioning)

**Learner Task:** You are now in the operating room. You plan to do a laparoscopy. The patient has been given general endotracheal anesthesia. Demonstrate proper patient positioning of laparoscopy.

### Educator Checklist: Patient Positioning for Laparoscopy

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

Knowledge		
General	Included =1	Not included =0
Describe the most common positions for patients in routine gynecologic procedures.		
Describes the goal of patient positioning for surgery		
Describes the risks if surgical positioning is done incorrectly.		
Describes the appropriate steps in patient positioning in surgery		
Lateral aspect of knee	Included =1	Not included =0
Nerve at risk (common		
Consequence of injury (Decreased sensation on lateral lower leg, dorsal foot, foot drop)		

## Inpatient Gynecology

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Lateral aspect of knee	Included =1	Not included =0
Correct position to avoid injury (Knee toward opposite shoulder, no pressure on lateral aspect)		
Elbow	Included =1	Not included =0
Nerve at risk (Ulnar)		
Consequence of injury (Decreased sensation and weakness in 4th and 5th digits)		
Correct position to avoid injury (Elbow padded, arm pronated, avoid hyperextension)		
Hip	Included =1	Not included =0
Nerve at risk (femoral and lateral femoral cutaneous)		
Consequence of injury (Sensory deficit of thigh, weakness of hip flexion, knee extension)		
Correct position to avoid injury (No hyperflexion of hip, limit abduction and external rotation)		

# Inpatient Gynecology

SKILLS		
Body	Included =1	Not included =0
Buttocks at edge of bed, no sacral pressure		
Patient centered on bed		
Accurately assesses cervical effacement		
Arms	Included =1	Not included =0
Arms tucked		
Arms pronated, thumbs up or thumbs in		
No hyperflexion or hyperextension of elbow		
No hyperflexion or hyperextension of wrist		
Arms padded		
Fingers safe		
Legs	Included =1	Not included =0
Lithotomy stirrup clips at level of the greater trochanter or ASIS		
Heels snug in the boot, weight of patient on the heel, heel at back of boot		
Ankle, knee, hip, umbilicus, opposite shoulder all in alignment		
No pressure on posterior calf		
No pressure on lateral aspect of leg		



## Inpatient Gynecology

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Legs	Included =1	Not included =0
No hyperflexion or hyperextension of hips		
No hyperflexion or hyperextension of knees		
Limit abduction and external rotation		

# Inpatient Gynecology

## Perform a surgical time out (SB 1) (IC 2) (EPA 13) (BCS Surgical Time Out)

**Learner Task:** Perform a surgical time out.

### Educator Checklist: Surgical Time Out

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

	Included =1	Not included =0
Definition and purpose		
Describes the purpose of the surgical safety checklist		
Identifies the three times that the surgical safety checklist is utilized during a surgical case		
Performance of the pre-incision surgical safety checklist		
Confirms that all team members have been introduced by name and role		
Confirms the patient's identity, surgical site and procedure		

## Inpatient Gynecology

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	Included =1	Not included =0
Reviews anticipated critical events (critical steps, operative duration and anticipated blood loss)		
Confirms with anesthesia staff any concerns specific to the patient		
Confirms with nursing staff: A) sterility of OR, B) equipment availability and C) other concerns		
Confirms that appropriate choice of prophylactic antibiotics and time of administration have been given prior to incision or that they are not indicated		
Confirms that all essential imaging results for the correct patient are displayed in the room		

# Inpatient Gynecology

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## Describe surgical anatomy for a laparoscopy (GY 1c) (GY 2)

**Learner Task:** Describe surgical anatomy for a laparoscopy.

### Educator Checklist: Abdominal Wall and Pelvic Anatomy

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the “Included” column to calculate the learner’s score.

<b>Abdominal Wall</b>	<b>Correctly identified =1</b>	<b>Not identified =0</b>
Epidermis		
Dermis		
Subcutaneous tissue		
Anterior rectus fascia		
Rectus abdominis muscles		
Posterior rectus fascia		
Pre-peritoneal fat		
Peritoneum		
Arcuate line		
<b>Pelvic Structures</b>	<b>Correctly identified =1</b>	<b>Not identified =0</b>
Round ligament		
Posterior leaf of the broad ligament		
Ureter		
External Iliac artery and vein		
Ovarian artery and vein, infundibulo-pelvic ligament, suspensory ligament of the ovary		
Fallopian tube with fimbria		
Ovary		
Uterine-ovarian ligament		
Anterior leaf of broad ligament, bladder flap		

## Inpatient Gynecology

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<b>Pelvic Structures</b>	<b>Correctly identified =1</b>	<b>Not identified =0</b>
Uterine artery		
Cardinal ligament		
Uterosacral ligament		
Uterus		
Cervix		
Vagina		

# Inpatient Gynecology

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## **Demonstrates responsiveness to constructive feedback (IC 2)**

**Provide the learner with the following information:** Feedback on any elements where the learner can improve

**Learner Task:** Demonstrate responsiveness to constructive feedback.

### **Educator Checklist: Responsiveness to feedback by learner**

Mark the appropriate column to indicate whether the learner included each element in his or her response. When completed, tally the "Included" column to calculate the learner's score.

	<b>Demonstrated =1</b>	<b>Not demonstrated =0</b>
Learner listens carefully to the feedback without interrupting		
Uses open body language		
Learner asks clarifying questions		
Learner follows up with educator where appropriate		