

Course: Gynecologic Oncology **Course Number** OBG 2103

Department: Obstetrics and Gynecology

Faculty Coordinator: Matthew Carlson, M.D.

Assistant Faculty Coordinators: Alicia Kiszka, M.D.

Hospital: (Location of rotation)

- Parkland Hospital
- Parkland Gyn Oncology Clinic, located in the WISH Clinic building
- William Clements University Hospital

Periods Offered: All

Length: 4 weeks

Max # of Students: 1 (2 with approval, contact number below)

First Day Contact: ObGynPost-Clerkship@UTSouthwestern.edu

Office Phone: 214-648-6862 **Office Location:** G6.216

First Contact Time: 8:00 a.m.

First Day Location: UT Library (Building "D") in the Eugene McDermott Plaza

Prerequisites: Successful completion of OBGYN Clerkship, Surgery Clerkship, and Internal Medicine Clerkship

I. **Course Description** Students will be integral members of a team providing comprehensive care to women with gynecologic cancers (cervix, ovary, uterine, vulvar, trophoblastic disease). In addition to observing and assisting with surgery and postoperative recovery, students will help care for critically ill/ICU patients, medical admissions, and inpatient chemotherapy and radiation therapy admissions. Participation in procedures by observing and assisting with interventions and biopsies will be expected. The weekly ambulatory clinic will provide exposure to the screening, diagnosis, evaluation and treatment of patients with gynecologic cancer.

II. **Goals and Objectives**

Goals	Objectives (<i>describe activities that will support how goals are to be achieved</i>)	Assessment methods (<i>examples-explain how student will be evaluated</i>)
Patient Care: Assessment and Management 1. Provide patient care that is compassionate, appropriate, and effective for the treatment of health	<ul style="list-style-type: none">• Gather essential and accurate information about their patients. Example: History (including record review), physical examination and results of pertinent tests for postoperative patients.• Make informed recommendations	<ul style="list-style-type: none">• Chart review• Direct observation by faculty, housestaff and staff

<p>problems and the promotion of health.</p>	<p>about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment. Example: End-of-life management decisions for patients with end-stage recurrent cervical cancer.</p> <ul style="list-style-type: none"> • Counsel and educate patients and their families. Example: Risks of developing ovarian cancer among women with a strong family history. • Provide health care services aimed at preventing health problems or maintaining health. Example: Performing annual Pap smears and coordinating referral for yearly mammograms. • Work with health care professionals, including those from other disciplines (Examples: radiation oncology, psychiatry, SICU) to provide patient-focused care, develop and carry out patient management plans. Example: Dietary consultation for ovarian cancer patients unable to tolerate sufficient oral intake to provide caloric needs. 	
<p>Medical knowledge: Demonstrate knowledge about established biomedical and clinical sciences and the application of this knowledge to patient care.</p>	<ul style="list-style-type: none"> • Demonstrate an analytic thinking approach to clinical situations. Example: Evaluating a postoperative patient with shortness of breath and determining a differential diagnosis. • Know and apply the basic and clinically supportive sciences that are appropriate to their discipline. Example: Mechanism of action and toxicity of various chemotherapeutic agents. 	<ul style="list-style-type: none"> • Direct observation • Participation in division conferences
<p>Interpersonal and communication skills: Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients and their families.</p>	<ul style="list-style-type: none"> • Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills. Example: Educating patients regarding the contribution of smoking to cervical dysplasia. • Work effectively with others as a 	<ul style="list-style-type: none"> • Direct observation by faculty, staff and housestaff

	<p>member of a health care team. Example: Coordinate palliative gastric tube placement by Interventional Radiology for an end-stage ovarian cancer patient.</p>	
<p>Practice Based learning and Improvement: Students will demonstrate the ability to assimilate scientific evidence and improve patient care practices.</p>	<ul style="list-style-type: none"> • Use information technology to support patient care decisions and patient education. Example: Access MEDLINE to support management strategies for evidence-based treatment of advanced cervical cancer. 	<ul style="list-style-type: none"> • Chart review • Participation in division conferences
<p>Professionalism: Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p>	<ul style="list-style-type: none"> • Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients that supercedes self-interest; accountability to patients and the profession; and a commitment to excellence and on-going professional development. Example: Counseling a pregnant cervical cancer patient about choosing between termination and treatment versus continuation of gestation with delay of treatment. • Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, and confidentiality of patient information. Example: Participating in "Do Not Resuscitate" discussions with terminally ill gynecologic cancer patients. • Demonstrate sensitivity and responsiveness to patient's culture, age, gender, and disabilities. Example: Compassionate care of a profoundly mentally retarded woman with a complicated gynecologic problem. 	<ul style="list-style-type: none"> • Direct observation by faculty, staff and housestaff
<p>Systems based practice: 1. Know how fits into the larger system of health care. 2. Work with the team and patients to optimize use of system resources</p>		<p><i>Observations of faculty and staff</i> <i>Reflection essay</i> <i>Group discussion</i></p>

III. **Methods of Instruction:**

A. Didactic (schedule, topic, faculty):

Wednesday morning departmental and division conferences
Gynecologic Oncology Morbidity and Mortality Conference E6.102 (monthly)
Gynecologic Oncology Research Conference E6.102 (monthly)

B. Clinical (schedule, faculty teaching, housestaff teaching):

Students are encouraged to scrub for surgery with housestaff and fellows. All students will attend the weekly Gynecologic Oncology clinic on Tuesday, as well as Chemotherapy conference, Gynecologic Tumor Board, and OB/GYN Grand Rounds on Wednesday.

Monday - Inpatient care, ward rounds and Parkland surgical cases

Tuesday - Ambulatory Parkland Gynecologic Oncology Clinic

Wednesday - Chemotherapy conference, Gynecologic Oncology Tumor Board, OB/GYN Grand Rounds; inpatient care, ward rounds, and private practice surgical cases.

Thursday - Inpatient care, ward rounds, and Parkland surgical cases

Friday - Inpatient care, ward rounds, and private practice surgical cases

IV. **Overview of student responsibilities**

Evaluate new inpatients, present to fellow and attending, and follow until discharge. Scrub for surgery and observe/assist procedures. In clinics, see new patients and present to fellow and attending. Attend scheduled conferences.

V. **Method of evaluation of students and requirements:**

Evaluation based on assessment methods listed above.

Final Grade: Pass/Fail