

**University of Washington  
Internal Medicine**

***Women's Health Curriculum***

**Educational Goals: IM Residents will rotate through women's health rotations and clinic to:**

- Be familiar with diseases and preventions unique to women
- Function effectively in care of adolescent, adult and geriatric women
- Master procedures that are unique to women's health

This chart details the minimum curricular goals for each year of residency.

**Patient Care: History Taking** **Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources with moderate input from faculty. Specific historical areas include: <ul style="list-style-type: none"> <li>• Menstrual history, obstetric history sexual history including orientation, drug and alcohol history, family history for heritable cancers and chronic medical problems</li> <li>• screening for psychiatric disorders and case finding histories for CAD</li> </ul>
<b>PGY-2</b>	Demonstrates the ability to obtain and document an accurate and complete history with occasional input from faculty. Begins to deal with sensitive topics such as sexual orientation, sexual dysfunction and domestic violence.
<b>PGY-3</b>	Demonstrates the ability to obtain and document an accurate and complete history independently. Able to successfully deal with sensitive topics such as sexual orientation, sexual dysfunction and domestic violence.

**Patient Care: Physical Exam** **Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	Demonstrates the ability to perform a routine: <ul style="list-style-type: none"> <li>• Screening breast exam</li> <li>• Screening pelvic exam including pap smear</li> <li>• Screening neurologic exam in a migraine patient</li> <li>• Screening thyroid exam</li> </ul> Attempts to characterize abnormalities on exam with regular input from faculty.
<b>PGY-2</b>	Demonstrates the ability to recognize abnormalities on the physical exam and appropriately characterize: <ul style="list-style-type: none"> <li>• Breast nodules</li> <li>• Breast discharge</li> <li>• Lymphadenopathy</li> <li>• Pelvic masses</li> <li>• Pelvic tenderness</li> <li>• Evidence of eating disorders</li> <li>• Signs of early pregnancy</li> <li>• Neurologic pathology</li> <li>• Thyromegaly and thyroid nodules</li> </ul> Requires regular input from faculty.
<b>PGY-3</b>	Independently carries out an accurate physical examination with both normal and abnormal physical findings

**Pt care: Medical Decisions** **Methods: Resident Competency Evaluation Form, Chart Review/documentation**

<b>PGY-1</b>	Reliably recognizes critical illness and appropriately seeks assistance. Writes progress notes that identify important data and demonstrate thoughtful <b>problem based</b> assessment and plan.
<b>PGY-2</b>	Can independently initiate management strategies. Ongoing management goals are correct with moderate faculty input.
<b>PGY-3</b>	Can independently initiate emergent and ongoing management strategies.

**Patient Care: Procedural skills**

**Methods: Resident Competency Evaluation Form, Procedure Log**

<b>PGY-1</b>	<p>Masters cognitive, counseling and technical skills for:</p> <ul style="list-style-type: none"> <li>• Pap smears</li> <li>• Colposcopy</li> <li>• Breast exam</li> <li>• Pelvic exam</li> </ul> <p>Interprets results of:</p> <ul style="list-style-type: none"> <li>• Vaginal wet mounts</li> </ul> <p>Requires regular faculty input</p>
<b>PGY-2</b>	<p>Interprets report findings of:</p> <ul style="list-style-type: none"> <li>• Mammogram</li> <li>• DEXA scan</li> <li>• Pap smear</li> <li>• FNA of the breast</li> <li>• Endometrial biopsy</li> <li>• Cervical biopsy</li> </ul> <p>Relies on occasional faculty input.</p>
<b>PGY-3</b>	<p>Independent in performing, interpreting and planning appropriate procedures. Understands technique of:</p> <ul style="list-style-type: none"> <li>• IUD insertions</li> <li>• Cervical caps</li> </ul>

**Patient Care: Consultation Proces**

**Methods: Resident Competency Evaluation Form**

<b>PGY-1</b>	Uses relevant questions to obtain consultation and follows up on unclear recommendations.
<b>PGY-2</b>	Develops strategy for managing patient referrals and follow-up in the outpatient arena.
<b>PGY-3</b>	Critically analyses consultant recommendations and manages conflicting opinions of multiple consultants.

**Medical Knowledge**

**Methods: Resident Competency Evaluation Form, Attd Review of Written Documentation**

<b>PGY-1</b>	<p>Applies relevant clinical and basic science knowledge in the following common medical conditions:</p> <ul style="list-style-type: none"> <li>• Malignancies</li> <li>• Breast concerns</li> <li>• Abdominal and pelvic pain</li> <li>• Contraceptive Issues</li> <li>• Dysplasia</li> <li>• Abortion</li> <li>• Menstrual Abnormalities</li> <li>• Osteoporosis</li> <li>• Menopause</li> <li>• Reproductive issues</li> <li>• Eating Disorders</li> <li>• Incontinence</li> <li>• Heart disease (wmns intensive)</li> </ul>
<b>PGY-2</b>	Demonstrates a progression in content knowledge and analytical thinking with well formulated differential diagnoses and management plans.
<b>PGY-3</b>	Understanding and application of medical literature related to common medical conditions.

**Interpersonal Skills and Communication**

**Methods: Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	<p>Effectively establishes rapport with patients and families. Communicates well with primary referring team and other consultants. Presents on rounds in an organized and articulate fashion. Functions as an effective consult team member. Provides timely and thorough electronic documentation of patient care.</p>
<b>PGY-2</b>	<p>Effectively carries out difficult discussions, such as sensitive topic discussions with moderate faculty input. Provides teaching and feedback to more junior team members on their communication styles. Functions as an effective team leader.</p>

<b>PGY-3</b>	Able to deal with the most challenging patients and families with minimal direction. Coordinates team communication to optimize patient care. Functions as an effective team leader with decreasing reliance on attending. Functions as a consultant.
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**Professionalism** **Methods: Resident Competency Evaluation Form, Conference Attendance**

<b>PGY-1</b>	Strives for patient care and knowledge excellence. Reliably accomplishes assigned tasks Demonstrates integrity, respect for others, honesty and compassion. Demonstrates timely completion of administrative tasks and documentation.
<b>PGY-2</b>	Strives for patient care and knowledge excellence. Reliably identifies and accomplishes necessary tasks. Sets a tone of respect and collegiality for the team.
<b>PGY-3</b>	Acts as role model for patient care and professional behavior.

**Practice Based Learning and Improvement** **Methods: Resident Competency Evaluation Form**

<b>PGY-1</b>	Seeks and accepts feedback from team about patient care, organization and presentations. Learns basic EBM principles, and article review. Understands limits of own knowledge, and seeks help.
<b>PGY-2</b>	Understands EBM principles, and begins to utilize relevant research to support decision-making and teaching of junior team members. Identifies knowledge deficiencies and seeks to correct them.
<b>PGY-3</b>	Appropriately integrates EBM with expert opinions and professional judgment. Ability to accurately self-assess skills and performance.