

PREREQUISITES TO A CLERKSHIP IN OBSTETRICS AND GYNECOLOGY:

A GUIDE FOR PRECLINICAL EDUCATORS

**ASSOCIATION OF PROFESSORS
OF GYNECOLOGY AND OBSTETRICS**



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PREFACE

The first edition of the *Basic Sciences Prerequisites to a Clerkship in Obstetrics and Gynecology* was published in 1992 by the Association of Professors of Gynecology and Obstetrics and Gynecology (APGO) Undergraduate Medical Education Committee (UMEC). As stated in the book's introduction, that work was intended to "provide an outline that would be helpful in melding the basic science and clinical portions of medical school curriculum(a)" as they pertained to the discipline of obstetrics and gynecology. A particular strength of that document was the ease with which clinicians could share its contents with their basic science colleagues. This feature was largely a function of its overall organization according to traditional basic science disciplines, such as anatomy, physiology and pharmacology.

UMEC members recently updated the *Basic Sciences Prerequisites*, publishing the second edition in 2002. Colleagues in the basic sciences, as well as online materials related to the Step 1 of the United States Medical Licensing Exam (USMLE), were consulted (www.usmle.org). The updated list of topics was then mapped against the *Medical Student Educational Objectives*, then in its seventh edition. Fifty-four of the sixty-four *Medical Student Educational Objectives* were identified as having significant basic science correlates. For consistency, the numbering of the objectives was kept the same between the two documents. Those objectives without specific basic science correlates were simply not referenced in the table of contents of the *Basic Sciences Prerequisites*.

PREFACE

The principle strength of the *Basic Sciences Prerequisites*, Second Edition, is a direct result of this mapping. More specifically, the second edition allows faculty teaching in the context of the obstetrics and gynecology clerkship to readily identify and integrate basic science elements into the didactic materials offered and student assessment exercises conducted during the clerkship. As clinical faculty are increasingly being called upon to integrate basic science materials into the clerkships, the second edition was especially timely.

As a result of organizing content according to traditional topic areas in obstetrics and gynecology, the materials relating to specific basic science disciplines became widely dispersed. Elements relevant to physiology, for example, appear in forty-seven of the fifty-four objectives listed. Further, any given basic science topic can be referenced multiple times. Objectives related to lactation, for example, appear in six different locations. Each of these features presents challenges for our basic science colleagues.

The primary purpose of this companion piece, then, is to reunite the basic science objectives according to traditional basic science disciplines, as was done in the original 1992 document. Taken together, the second edition and this companion piece provide faculty with a rich resource for integrating the basic sciences into the clinical years, and vice versa.

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Basic Science Discipline I

ANATOMY

Rationale

Comprehension of female reproductive anatomy is critical to the medical care of women throughout their lifetime. In order to facilitate interdisciplinary care, all providers should understand female anatomy. Clinical examples of its importance include the normal changes across the lifespan, normal changes accompanying pregnancy, and the diagnosis and treatment of pelvic floor abnormalities. Basic knowledge of male reproductive anatomy is also relevant in obstetrics and gynecology for the performance of procedures such as male circumcision and vasectomy, and the full evaluation of couples presenting with infertility problems.

The student should be able to:

- A. Diagram the anatomic relationship between the surface anatomy of the thorax, the breast, the abdomen, the pelvis, the perineum and the gluteal region to their respective underlying structures.
- B. Diagram the relationship of structures within the thorax, the breast, the abdomen, the retro-peritoneum, the pelvis, the perineum and the gluteal region to each other.
- C. Diagram the relationship between the organs of the female genitourinary tract and the bony structure, vasculature, musculature, innervation, peritoneal folds, and lymphatic drainage of the abdomen and pelvis.
- D. Name and describe the normal anatomy of the breast, abdominal wall, pelvis, urinary tract, gastrointestinal tract, vulva, vagina, cervix, uterine corpus, fallopian tubes, ovary, hair follicles, hypothalamus and pituitary.

Basic Science Discipline I
ANATOMY

- E. Compare and contrast the normal female and male urogenital tracts.
- F. Describe the blood supply, innervation and lymphatic drainage of the breast, abdominal wall, urinary tract, gastrointestinal tract, vulva, vagina, cervix, uterine corpus, fallopian tubes and ovary.
- G. Describe the normal anatomic changes of the breast, pelvis, urinary tract, gastrointestinal tract, and female reproductive organs commonly occurring in association with pregnancy, labor, and the puerperium, and during lactation.
- H. Describe the normal development, anatomy and common anatomic abnormalities of the placenta, the extra-embryonic membranes and the feto-placental vasculature throughout gestation.
- I. Compare and contrast the normal anatomic changes to the female reproductive tract and breast across the lifespan.
- J. Describe or diagram common congenital abnormalities of the breast and female genitourinary tract.
- K. Describe or diagram commonly acquired clinical conditions, diagnoses, or physical exam findings of the breast, abdomen, pelvis and female genitourinary tract, which are largely a function of abnormal anatomy. Examples include hernias and pelvic organ prolapse.