Virtual Patient Interactivity: Patient Case-Based Education in Urogynecology

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Class Schedule: 5/26/2020-6/12/2020 – first occurrence, anticipate it will be offered again later in the Summer.

Course Description:
This course was developed to provide a virtually interactive introduction to the subspecialty of female pelvic medicine and reconstructive surgery/urogynecology. In this course students will learn about the most common conditions seen in the urogynecology clinic. While this course will build on skills students learned during the Transitions to the Wards (TTW) course and other core clerkships including obstetrics and gynecology, previous rotation on any of the clinical clerkships, including obstetrics and gynecology, is not a prerequisite to taking this elective. The course combines the following elements:
1. Required readings mostly from the American College of Obstetrics and Gynecology (ACOG) practice bulletins.
2. Online interactive new patient case reviews with instructions on written notes for virtual debriefing with faculty.
3. Electronic medical review of select past patients on EPIC and case presentation on these patients virtually to faculty.
4. PowerPoint presentation on urogynecologic topic of interest
5. Additional in-depth readings and reviewing of surgical videos with the opportunity to virtually discuss with faculty (optional).

Course Learning Objectives:
1. Demonstrate accurate history taking skills and the clinical documentation required for a new urogynecology and general gynecology patient encounter in the clinical setting
2. Identify and interpret the physical examination parameters pertinent in the clinical evaluation of urogynecology and general gynecology patients
3. Discuss the pathophysiology including the anatomic and physiologic changes and risks factors for common pelvic floor disorders (PFDs) including urinary incontinence, overactive bladder, vaginal prolapse, fecal incontinence, and rectovaginal fistula
4. Describe the evaluation of common PFDs including the indication and interpretation of ancillary tests such as urodynamics, MRI, ultrasound
5. Compare and contrast the indications, benefits, risks, and alternatives of conservative and non-conservative treatment options for PFDs
6. Develop the necessary skills to effectively navigate an electronic medical record system (EPIC)
7. Demonstrate the ability to use and apply available resources to develop and present PowerPoint on Urogynecologic topic of choice
8. Discuss the potential impact of acute health system crisis (e.g. pandemics) on the evaluation and treatment of quality of life conditions including pelvic floor disorders

Required Text and Other Materials

1. Online interactive new urogynecology patient case reviews (Appendix 1)
2. Pelvic Organ Prolapse (ACOG Bulletin #84, November 2019)
5. Management of Menopausal Symptoms (ACOG Bulletin #141, January 2014)
7. Choosing the Route of Hysterectomy for Benign Disease (ACOG Bulletin #701, June 2017)
8. Fecal Incontinence (ACOG Bulletin #210, April 2019)
10. Diagnosis and Treatment of Interstitial Cystitis/ Bladder Pain Syndrome (AUA Guidelines 2014)
11. Optional additional in-depth readings and links to commonly perform surgeries (Appendix 2)

Assignments

1. Completion of the required readings, online new patient modules and debrief with faculty, return/ existing patient case presentation with faculty
2. Presentation on Urogynecologic topic of interest

Evaluation and Grading

A. Formative: During the debriefing at the completion of each online patient module and patient case presentations as well as after student PowerPoint presentation of Urogynecologic topic of interest, faculty input on student performance will be given and the student will also be encouraged to self-assess.
B. Summative (Pass/ Fail): Equal weight will be given to completion of online patient modules and
patient case presentations as well as student presentation on Urogynecologic topic of interest.

**Pass/Fail Grading Scale** (Grading scale is determined by the School of Medicine.)
P = Student has an average equal to or exceeding 70% and/or has met all required assignments for the class.
F = Student has failed significant required elements of the course, or has an average score below the passing level for the course. Student should meet with the course director to plan remediation.

**Expectations**
Students are expected to complete the assigned reading prior to completing the cases. Full participation in the cases is expected including taking notes and review/reflection of the notes within each case. Faculty will be available for discussion at the end of case completion. Participation in the cases including faculty debrief will be evaluated in student grading. The expectations and grading policy will be clearly communicated in the syllabus.

**Professional Behavior Expectations during all Courses**
Students are expected to demonstrate professional behaviors as outlined in the JHU SOM Honor Code and in the AAMC subcompetencies on professionalism:
1. Demonstrate behaviors that show compassion, integrity, and respect for others
2. Demonstrate behaviors that show responsiveness to patient needs that supersedes self-interest
3. Demonstrate behaviors that show respect for patient privacy and autonomy
4. Demonstrate behaviors that show accountability to self, patients, colleagues, the profession, and society. [Link to Accountability Policy]

Course and Clerkship directors will communicate discipline specific expectations/tasks for which students will be held accountable. As with other Course/Clerkship domains such as knowledge and skills, students who deviate from these expectations, may have their final grade lowered, or a serious deviation may result in failure of the course/clerkship.

**Serious breaches of professionalism** should be expected to result in failure of the course/clerkship in which the breach is detected. These breaches will be handled on a case-by-case basis by the course/clerkship director in consultation with the Office of Medical Student Affairs and the Office of Curriculum. All such matters may also be referred to the Disciplinary Committee.

Examples of such unprofessional behaviors include but are not limited to: cheating, plagiarism, or other forms of academic dishonesty; forgery or falsification of documents/records; lying or misrepresentation of facts, figures, or clinical data; failure to obtain appropriate supervision for clinical care; physical violence, bullying or harassment against others, or other significant lapses in personal ethical conduct that raise concern regarding the moral character of the student in question.

**JHUSOM Policy on Attendance**
This course is heavily dependent on participation, if you need to miss a required session, you need to let the course leader and course coordinator know ahead of time. The JHUSOM policy on attendance in the curriculum is posted at [https://hpo.johnshopkins.edu/som/policies/886/39178/policy_39178.pdf](https://hpo.johnshopkins.edu/som/policies/886/39178/policy_39178.pdf).

**Classroom Accommodations for Students with Disabilities**
If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact the Office of Student Affairs at 410-955-3416. You must also notify the course director and course coordinator in advance of the start of the course and well in advance of any exam or assessment so that appropriate preparations can be completed before an event requiring accommodation.
Statement of Diversity and Inclusion
Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another’s success.

Teacher Learner Conduct Policy
The Johns Hopkins University School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors, which can undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Students should review the JHUSOM Guidelines for Conduct in Teacher/Learner Relationships https://hpo.johnshopkins.edu/som/policies/886/39186/policy_39186.pdf.

Student Honor Code
Students are reminded of the honor code developed by the medical student body, introduced in September 1991, is as follows:
As a student at The Johns Hopkins School of Medicine, I pledge:

- To do my own work and be honest in my interactions with peers, faculty, and staff. This applies to my work on examinations, assignments, and papers as well as work in the laboratory.
- To uphold the high standard of conduct in patient care which has always been maintained by the Johns Hopkins medical community.
- To base my interactions with other students on mutual respect and cooperation.
- To act on infractions of the honor code and to maintain the confidentiality of all parties involved.
- To encourage my peers to uphold this honor code.

It is the expectation that Hopkins students live by this code.

Course Evaluation
Please remember to complete the course evaluation for this course. For preclerkship courses, evaluations will be required from a rotating sample of 25% of the class. Other students will always have the option of submitting an evaluation if they choose. This will reduce the overall burden of surveys for students. There will be no extra credit for completing the evaluation. If you are in the designated 25%, you will receive an incomplete if the course evaluation is not completed by the time grades are posted for the course.

Course evaluations are an important tool in the School of Medicine’s ongoing efforts to improve instructional quality and strengthen its programs. The results of the course evaluations are kept anonymous — your instructor will only receive aggregated data and comments for the entire class.

For the clinical clerkships and clinical electives, 100% of the students are expected to complete the course evaluations.