

## OVERARCHING GOALS FOR RESIDENCY EDUCATION IN GLOBAL HEALTH

These overarching goals describe the knowledge, skills and attitudes we consider necessary for consultant-level practice applied in various clinical environments related to global health. Each unit of the Global Health Curriculum addresses the following overarching goals.

By the end of the residency program, all Obstetrics and Gynaecology residents will have:

1. Knowledge of factors that contribute to inequities in maternal, fetal and neonatal care and outcomes
2. Knowledge of challenges to safe obstetric and gynecological practice in limited resource settings and skills to determine and apply possible solutions
3. Knowledge, skills and attitudes to provide culturally competent care that respects and integrates local tradition, practice and belief

## GLOBAL HEALTH UNITS

*Unit learning objectives are mapped to the CanMEDS key competencies for medical education: Medical Expert (ME), Communicator (COM), Collaborator (COL), Leader (L), Health Advocate (HA), Scholar (S), and Professional (P). Specifically, each learning objective corresponds to one or more Royal College "Objectives of Training in the specialty of Obstetrics and Gynecology. These are noted below and also demonstrated in the Curriculum Map in Appendix A.*

Academic session (annual)	
Unit Learning Objectives	RC Objectives of Training
Identify global challenges to safe obstetric and gynecological practice and describe possible solutions	ME1.3, 1.6, 2.1.11, L1.3.1-2
Define and discuss determinants of health and health concerns of vulnerable women	ME1.5, 2.1.8, 2.1.11.1-2, COM4.2.4.2.2, HA2.1-3,3.1-2
Review health issues of specific significance in obstetrics and gynaecology for LMIC (i.e. obstetric fistula, caesarian section, female genital cutting, cervical care)	ME2.1.1.5, 2.1.2, 2.1.5-6, 2.1.13-16, 5.2
Review factors that contribute to culturally competent care in obstetrics and gynaecology	ME1.3,1.5-6, COL1.3,2.1,2.6, COM1.1, 4.2, 4.2.2, HA2.2-3, 3.1-2, P1.1,1.3,1.6
Discuss models of assistance in global health	ME1.3, 1.6, HA4.4, 4.6, COL1.3
Reflect on historical, political and cultural issues impacting the health of Indigenous people in Canada	ME1.5, 2.1.7-8, COM4.2, 4.2.2, HA3.1-2
Consider the imbalances between health care needs and resources on a global scale	L1.3.1-2, 3.1, HA 1.1.2,1.3
Discuss options to become engaged in global health during residency and beyond	L2.3, S1.2.1
<b>Teaching &amp; Learning Plan</b>	
Advance reading; discussion-based interactive session with content experts; case studies; simulated scenarios; self-directed learning modules	
<b>Assessment</b>	
Completion of seminar evaluation; completion of self-directed learning modules; OSCE	

Journal Club (annual)	
Unit Learning Objectives	RC Objectives of Training
Identify an area of recent research in global health	S2.2, 3.3
Concisely and effectively report the major review criteria including problem statement, reference to literature and appropriate documentation, relevance and research design, data analysis, instrumentation, data collection, quality control, and conclusions	S1.2,1.2.2,3.4
Facilitate learning of other residents and staff members including encouragement of participation by all group members	S3.3-4
Discuss ethical issues of conducting research in LMICs	ME1.6, S4.2
Draw conclusions applicable to clinical practice regarding specific clinical problems through critical analysis	L2.3, S2.2-3
Apply knowledge of study designs and statistical methods to the appraisal of clinical studies	S2.1-2, 4.1-2

## Global Health Curriculum: Learning Objectives

### Dalhousie University Department of Obstetrics and Gynaecology

Demonstrate a commitment to educational process exhibiting enthusiasm and courtesy during the discussions	P1.1.1
Demonstrate professional scientific integrity (no conflict of interest, accuracy of data verified, plagiarism, and correctly attribute ideas and materials) throughout the presentation	S4.1-2, 4.6, P1.1.1, 1.4
<b>Teaching &amp; Learning Plan</b>	
Presentation of 1-3 recent journal articles with a focus on global health; questions and discussion	
<b>Assessment</b>	
Tracking attendance; residents with particular interest in global health should be selected as presenters	
<b>Grand Rounds (annual)</b>	
<b>Unit Learning Objectives</b>	<b>RC Objectives of Training</b>
Identify emerging global health research areas and findings	L2.3, S3.3-4
Discuss highlights of recent global health unit activities	L2.3, S3.3-4
Present personal interest and engagement in global health pursuits	L2.3, S1.2.1,1.3,1.9
<b>Teaching &amp; Learning Plan</b>	
Didactic presentation with questions/discussion	
<b>Assessment</b>	
Tracking attendance	
<b>Resident Elective in Global Health (optional)</b>	
<b>Unit Learning Objectives</b>	<b>RC Objectives of Training</b>
Describe common causes of maternal morbidity and mortality in resource-poor settings and demonstrate an understanding of strategies to review and reduce such outcomes (i.e. Maternal Death Surveillance and Response)	HA 2.1, 3.1-2, L1.2.1
Compare the realities of attaining clinical skills in technically limited settings to a well-resourced Canadian training environment	L1.3.1-2, S1.3.3.1
Demonstrate an understanding of equipment and procedures that were previously unfamiliar	ME6.1-2
Observe the effects of the HIV/AIDS epidemic on reproductive and neonatal health; summarize efforts to prevent and treat HIV/AIDS in reproductive health	ME2.1.13.4, 2.1.1.5, 2.1.2.11, 2.1.5.8, 2.1.7.3, 2.1.10.4, 2.1.22.2, 2.1.23.2, HA3.1-2, S2.1-3
Under supervision, demonstrate skills appropriate for level of training in a variety of obstetrical scenarios in resource-poor settings (including management of obstetrical emergencies and complications such as obstetric fistula)	ME2.1.1-2, 2.1.5-8, 5.2.2.1-15, ME6.1-2
Under supervision, demonstrate skills appropriate for level of training in a variety of gynecologic scenarios in resource-poor settings	ME2.1.8, 2.1.11, 2.1.13-16, 5.2.2.16-24, ME6.1-2
Relate the importance of being flexible and adaptable in often suboptimal conditions	HA1.1.2, 1.3, 2.3, 3.1-2
Use the Surgical Safety Checklist and relate its effect on patient safety	COL1.1-4, 1.7, 1.10, 2.1, 2.6
Demonstrate effective cross-cultural communication skills, knowledge, and attitudes in interactions with patients and allied health providers in educational, operating room, and other clinical settings	ME2.1.18.2, ME6.1-2, COM1.1-6, 2.1-2, 3.1-2, 4.1-2.4.2.2, 5.1-2
Conduct teaching of undergraduate medical students and trainees, both formally and informally at host institution	S3.1-7
Demonstrate an understanding of social, political, and economic determinants of health in resource-poor settings as compared to Canada	HA3.1-2, S1.3
Review and analyze progress, perspectives, and insights on the global health elective experience	COL1.3,2.5-6, S1.3, 1.8-9
Present a post-elective reflection including a written and oral appraisal of the experience	S1.9, S3.3-4
Demonstrate a receptiveness to instruction and feedback	COL2.1
Employ a collaborative approach with preceptor, faculty, residents, and medical students as a team member in providing optimal patient care	COL1.3-7, 2.1, 2.4-6

# Global Health Curriculum: Learning Objectives

## Dalhousie University Department of Obstetrics and Gynaecology

Distinguish the roles and responsibilities of health care providers in an unfamiliar system	COL1.1-3,1.6,2.6
Work collaboratively to develop and/or conduct educational services for a variety of learners, including allied health care providers when appropriate	COL1.5, S3.2-5
Demonstrate the ability to manage time efficiently in preparation and delivery of patient care	L2.1, P1.1.1
Distinguish and begin to apply the knowledge, skills and attitudes necessary for culturally competent care in LMIC	ME1.3, 1.5-6, COM4.2, 4.2.2, HA2.2-3, P.1.1, 1.3, 1.6
Demonstrate an understanding of the determinants of health	HA3.1-2, COM4.2,4.2.2
Apply evidence from scientific studies related to patients' health problems	S2.2-3
Complete a knowledge-enhancing project such as clinical protocol development or contribution to ongoing research	COL1.5, S1.2.1, 4.1-6
Identify appropriate clinical questions and answer them in conjunction with local practitioners	COL1.5, S4.1-6
Recognize clinical circumstances that challenge his or her ethical framework (conducted differently from what is typically experienced in Canada)	P1.3
Demonstrate respect for the authority, monitoring, and reporting structures at host institution	COL1.3-4, 1.7, P1.1
Demonstrate a work ethic that would be expected in Canada (i.e. arrive on time, participate in a full day of work, etc.)	P1.1
Develop personal learning objectives for the global health elective	S1.5, 1.9
<b>Teaching &amp; Learning Plan</b>	
Self-directed learning modules (pre-departure training); ongoing discussion with preceptor and/or mentor from home institution; pre-elective personal learning objectives; international experience; post-elective reflection and presentation(s)	
<b>Assessment</b>	
Written reflection; completion of self-directed learning modules (pre-departure training); host site evaluation; presentation; debrief discussion; OSCE	

Research Project in Global Health (optional)	
Unit Learning Objectives	RC Objectives of Training
Develop a clearly defined research question related to global health	S4.3
Appraise and assimilate current literature pertaining to the research topic	S2.2, 4.4
Draw conclusions regarding specific clinical problems through critical analysis	S2.2
Apply knowledge of study designs and statistical methods by designing and writing a research protocol	S4.1-3, 2.1
Demonstrate an understanding of considerations in carrying out research in LMICs	ME1.3.1, S4.2, 4.5, COL1.5, 2.1, 2.6, HA2.1, 3.1
Demonstrate knowledge of research ethics and informed consent	ME1.3.1, S4.2, COL1.5
Clearly describe research findings through a written report	S4.6
Present research findings to peers, department members, and or at academic conferences	S4.4
<b>Teaching &amp; Learning Plan</b>	
Resident-led research project; faculty mentorship	
<b>Assessment</b>	
Project completion; research presentation(s) and/or publication(s)	

Global Health OSCE*	
Unit Learning Objectives	RC Objectives of Training
Review factors that contribute to culturally competent care in obstetrics and gynaecology	ME1.5, 3.1-5, P1.1, 1.3, 1.6, COL1.3, 2.1, 2.6, COM1.1, 1.3-6, 2.1-2, 3.1-2, 4.2, 4.2.2
Reflect on the impact of the determinants of health in patient care	ME1.5, 2.1.18.2, HA3.1-2, COM4.2, 4.2.2
Reflect on historical, political and cultural issues that impact the health of Indigenous people in Canada	ME1.5,2.1.7-8, COM4.2, 4.2.2, HA3.1-2

# Global Health Curriculum: Learning Objectives

## Dalhousie University Department of Obstetrics and Gynaecology

Consider the imbalances between health care needs and resources on a global scale

L1.3.1-2, 3.1, HA1.1.2, 1.3

### Teaching & Learning Plan

Mock scenarios on aboriginal health, determinants of health, cultural competency, global health; oral exam; facilitated group debriefing session

### Assessment

Tracking attendance; evaluation form; group debriefing

*\*The OSCE is both an educational unit in and of itself, as well as a method of evaluation of overall knowledge, skills and attitudes related to the full global health curriculum.*

**Global Health Curriculum: Learning Objectives**  
Dalhousie University Department of Obstetrics and Gynaecology

**APPENDIX A: CURRICULUM MAP**

		Academic Session	Journal Club	Grand Rounds	Resident Elective*	Research Project*	OSCE
<b>Royal College: Objectives of Training in the Specialty of Obstetrics and Gynecology included within the Global Health Curriculum</b>							
<b>Medical Expert</b>							
1.3	Identify and appropriately respond to relevant ethical issues arising in patient care	•			•		
1.3.1	Demonstrate knowledge of the basic legal and ethical issues encountered in Obstetrics and Gynecology practice, including but not limited to consent, maternal-fetal dilemmas, termination of pregnancy, disclosure, reproductive technology, substitute decision-making, sterilization, confidentiality of minors, professional ethics-boundary issues, resource allocation and research ethics					•	
1.5	Demonstrate compassionate and patient-centred care	•			•		•
1.6	Recognize and respond to the ethical dimensions in medical decision-making	•	•		•		
2.1.1	Antepartum care				•		
2.1.1.5	The effects of underlying medical, surgical, social, and psychosocial conditions on maternal and fetal health, and appropriate management of any complications for maternal or fetal health imposed by such condition	•			•		
2.1.2	Obstetric care	•			•		
2.1.2.11	Infections in pregnancy, including but not limited to viral, bacterial and parasitic				•		
2.1.5	Intrapartum care	•			•		
2.1.5.8	Intrapartum infection				•		
2.1.6	Obstetric delivery	•			•		
2.1.7	Postpartum care	•			•		•
2.1.7.3	Breastfeeding: benefits of and complications relate to, including but not limited to mastitis and abscess				•		
2.1.8	Pediatric and adolescent gynecology	•			•		•
2.1.8.4	Sexual abuse				•		
2.1.10.4	Strategies to promote adherence to contraceptive methods and encourage safe sex behaviours				•		
2.1.11	Violence against women	•			•		
2.1.11.1	Identify features of abused women, both physical and psychological	•					
2.1.11.2	Appropriate protocols for the acute medical management of sexual assault victims, including but not limited to postcoital contraception and sexually transmitted infection (STI) prevention	•					
2.1.13	Gynecological infections (epidemiology, pathophysiology, investigation, diagnosis, management and/or prevention)	•			•		
2.1.13.4	Gynecologic aspects of human immunodeficiency virus (HIV), hepatitis B and C, tuberculosis				•		
2.1.14	Urogynecology (pathophysiology, investigation, diagnosis, and/or management)	•			•		
2.1.15	Other non-malignant gynecologic conditions (pathophysiology, investigation, diagnosis, and management)	•			•		
2.1.16	Gynecologic oncology	•			•		
2.1.18.2	Components of informed consent: risks, benefits, complications, alternatives				•		•
2.1.22.2	Medical diseases in pregnancy				•		
2.1.23.2	Neonatal morbidities resulting from prematurity, macrosomia, birth asphyxia, fetal growth restriction, assisted vaginal delivery, congenital anomalies, and/or maternal disease, including their appropriate management				•		
3.1	Identify and explore issues to be addressed in a patient encounter effectively including the patient's context and preferences						•
3.2	Elicit a history that is relevant, concise and accurate to context and preferences for the purposes of prevention and health promotion, diagnosis and/or management						•
3.3	Perform a focused physical examination that is relevant and accurate for the purposes of prevention and health promotion, diagnosis and/or management						•
3.4	Select medically appropriate investigative methods in a resource-effective and ethical manner including imaging techniques and laboratory investigations						•



## Global Health Curriculum: Learning Objectives

Dalhousie University Department of Obstetrics and Gynaecology

<b>Collaborator</b>							
1.1	Describe the obstetrician/gynecologist's roles and responsibilities to other professionals				•		
1.2	Describe the roles and responsibilities of other professionals within the health care team				•		
1.3	Recognize and respect the diversity of roles, responsibilities and competences of other professionals in relation to their own	•			•		•
1.4	Work with other to assess, plan, provide and integrate care for individuals and groups of patients				•		
1.5	Work with others to assess, plan, provide and review other tasks, such as research problems, educational work, program review or administrative responsibilities				•	•	
1.6	Participate in Interprofessional team meetings				•		
1.7	Enter into interdependent relationships with other professions for the provision of quality care				•		
1.10	Demonstrate leadership in a health care team				•		
2.1	Demonstrate a respectful attitude towards other colleagues and members of an interprofessional team	•			•	•	•
2.4	Respect differences and address misunderstandings and limitation in other professional				•		
2.5	Recognize one's own differences, misunderstandings and limitations that may contribute to interprofessional tension				•		
2.6	Reflect on interprofessional team function	•			•	•	•
<b>Leader</b>							
1.2.1	Contribute to morbidity and mortality reviews				•	•	
1.3.1	Indicate how health care governance influences patient care, research and educational activities at the local, provincial and national levels	•			•	•	•
1.3.2	Describe the role of academic institutions and licensing bodies and their interactions with obstetricians and gynecologists	•			•		•
2.1	Set priorities and manage time to balance patient care, practice requirements, outside activities and personal life				•		
2.3	Implement processes to ensure personal practice improvement	•	•				
3.1	Recognize the importance of just allocation of health care resources, balancing effectiveness, efficiency and access with optimal patient care	•			•		•
<b>Health Advocate</b>							
1.1.2	Make clinical decisions for an individual patient, when necessary balancing the needs against the needs of the general population and against the available resources	•			•		•
1.3	Appreciate the possibility of competing interests between individual advocacy issues and the community at large	•			•		•
2.1	Describe the practice communities that they serve	•			•	•	
2.2	Identify opportunities for advocacy, health promotion and disease prevention in the communities that they serve, and respond appropriately	•			•		
2.3	Appreciate the possibility of competing interests between the communities served and other populations	•	•	•	•		
3.1	Identify the determinants of health of the population, including barriers to access to care and resources	•			•	•	•
3.2	Identify vulnerable or marginalized populations within those served and respond appropriately	•			•		•
4.4	Describe the ethical and professional issues inherent in health advocacy, including altruism, social justice, autonomy, integrity and idealism	•					
4.6	Describe the role of the medical profession in advocating collectively for health and patient safety	•					
<b>Scholar</b>							
1.2.1	Develop a life-long learning strategy, utilizing information technology for managing cases, literature review, and participation in basic or applied clinical research	•	•	•	•	•	
1.3	Recognize and reflect on learning issues in practice		•		•		
1.5	Pose an appropriate learning question				•		
1.8	Evaluate the impact of any change in practice				•		
1.9	Document the learning process		•		•		
2.1	Describe the principles of critical appraisal, especially epidemiology and biostatistics		•		•	•	
2.2	Critically appraise retrieved evidence in order to address a clinical question		•		•	•	
2.3	Integrate critical appraisal conclusions into clinical care		•		•		
3.1	Describe principles of learning relevant to medical education				•		
3.2	Identify collaboratively the learning needs and desired learning outcomes of others				•		
3.3	Select effective teaching strategies and content to facilitate others' learning		•	•	•		
3.4	Demonstrate an effective lecture or presentation		•	•	•		
3.5	Assess and reflect on a teaching encounter				•		
3.6	Provide effective feedback				•		
3.7	Describe the principles of ethics with respect to teaching				•		
4.1	Describe the principles of research and scholarly inquiry		•		•	•	
4.2	Describe the principles of research ethics		•		•	•	

## Global Health Curriculum: Learning Objectives

### Dalhousie University Department of Obstetrics and Gynaecology

4.3	<i>Pose a scholarly question</i>				•	•	
4.4	<i>Conduct a systematic search for evidence</i>				•	•	
4.5	<i>Select and apply appropriate methods to address the question</i>				•	•	
4.6	<i>Perform a research study and disseminate the findings</i>		•		•	•	
<b>Professional</b>							
1.1	<i>Exhibit appropriate professional behaviors in practice, including honesty, integrity, commitment, compassion, respect and altruism</i>	•			•		•
1.1.1	<i>Demonstrate self-discipline, responsibility and punctuality in attending to ward duties, in the operating room, and at meetings and other activities and be a moral and ethical role model for others</i>		•		•		
1.3	<i>Recognize and appropriately respond to ethical issues encountered in practice</i>	•			•		•
1.4	<i>Manage conflicts of interest</i>		•				
1.6	<i>Maintain appropriate boundaries with patients</i>	•			•		•

\*Optional curriculum element