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

Teaching & Learning Plan

Advance reading; discussion-based interactive session with content experts; case studies; simulated scenarios; self-directed learning modules

Assessment

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

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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

Teaching & Learning Plan

Presentation of 1-3 recent journal articles with a focus on global health; questions and discussion

Assessment

Tracking attendance; residents with particular interest in global health should be selected as presenters

Unit Learning Objectives	RC Objectives of Training
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
Teaching & Learning Plan	
Didactic presentation with questions/discussion	

Resident Elective in Global Health (optional)	
Unit Learning Objectives	RC Objectives of Training
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 and 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

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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

Teaching & Learning Plan

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)

Assessment

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	S4.1-3, 2.1
protocol	
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

Teaching & Learning Plan

Resident-led research project; faculty mentorship

Assessment

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

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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.

APPENDIX A: CURRICULUM MAP

AFFEINL	DIX A: CURRICULUM MAP						
	ollege: Objectives of Training in the Specialty of Obstetrics and Gynecology included within the Global Health Curriculum	Academic Session	Journal Club	Grand Rounds	Resident Elective*	Research Project*	OSCE
Medical E							
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	٠			•		
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						i
2.1.10.4	Strategies to promote adherence to contraceptive methods and encourage safe sex behaviours				•		İ
2.1.11	Violence against women	•			•		i
2.1.11.1	Identify features of abused women, both physical and psychological	•					İ
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)	•			•		İ
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	•			٠		
2.1.18.2	Components of informed consent: risks, benefits, complications, alternatives				٠		•
2.1.22.2	Medical diseases in pregnancy				•		İ
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						•

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3.5	Demonstrate effective clinical problem solving and judgment to address patient problems, including interpreting available data and integrating information to generate differential diagnoses and management plans				•
5.2	Demonstrate effective, appropriate, and timely performance of therapeutic procedures relevant to obstetrics and gynecology	•			
5.2.2.1	Spontaneous vaginal delivery, including but not limited to vaginal delivery of the non-vertex presentation and the acute management of shoulder dystocia			•	
5.2.2.2	Vaginal delivery of twin gestation			•	
5.2.2.3	Vaginal breech extraction of second twin			•	
5.2.2.4	Vacuum extraction			•	
5.2.2.5	Forceps delivery: non-rotational, outlet, and low forceps			•	
5.2.2.6	Episiotomy and repair			•	
5.2.2.7	Repair of perineal and vaginal tears, including third and fourth degree tears and cervical lacerations			•	
5.2.2.8	Low transverse cesarean section, primary and repeat, including low transverse, low vertical or classical cesarean section			•	
5.2.2.9	Evacuation of the pregnant uterus: dilation and curettage by suction or sharp curette, dilation and extraction in the early second trimester, curettage following vaginal delivery for retained products			•	
5.2.2.10	Manual removal of the placenta			•	
5.2.2.11	Cesarean hysterectomy			•	
5.2.2.12	Repair of uterine rupture			•	
5.2.2.13	Paracervical block and pudendal block			•	
5.2.2.14	Non-surgical and surgical management of moderate and sever post-partum hemorrhage, including the use of uterine compression sutures			•	
5.2.2.15	Basic neonatal resuscitation			•	
5.2.2.16	Total abdominal hysterectomy			•	
5.2.2.17	Subtotal abdominal hysterectomy			•	
5.2.2.18	Salpingo-oophorectomy			•	
5.2.2.19	Oophorectomy			•	
5.2.2.20	Ovarian cystectomy			•	
5.2.2.21	Abdominal myomectomy			•	
5.2.2.22	Omentectomy			•	
5.2.2.23	Peritoneal biopsy			•	
5.2.2.24	Repair of wound dehiscence			•	
6.1	Demonstrate insight into their own limitations			•	
6.2	Demonstrate effective, appropriate, and timely consultation of another health professional as needed for optimal patient care			•	
Communi					
	Recognize that being a good communicator is a core clinical skill for physicians, and that effective physician-patient communication can foster patient satisfaction,				
1.1	patient adherence, improved clinical outcomes and physician satisfaction	•		•	•
1.2	Establish positive therapeutic relationships with patients and their families that are characterized by understanding, trust, respect, honesty and empathy			•	
1.3	Respect patient confidentiality, privacy and autonomy			•	•
1.4	Listen effectively			•	•
1.5	Be aware of and responsive to nonverbal cues			•	•
1.6	Facilitate a structured clinical encounter effectively			•	•
2.1	Gather information about a disease and about a patient's beliefs, concerns, expectations and illness experience			•	•
2.2	Seek out and synthesize relevant information from other sources, such as a patient's family, caregivers and other professionals	1		•	•
	Deliver information to a patient and family, colleagues, and other professional in a humane manner and in such a way that it is understandable and encourages				\vdash
3.1	discussion and participation in decision-making			•	•
3.2	Deliver interpretation/conclusions of investigations performed to patients, their families, and other involved health professionals	-	-	•	•
4.1	Identify and explore problems to be addressed from a patient encounter effectively, including the patient's context, responses, concerns, and preferences			•	 \vdash
4.2	Respect diversity and difference, including but not limited to the impact of gender, sexual orientation, religious and cultural beliefs on decision making	•		•	•
4.2.2	Demonstrate insight into the unique personal, psychosocial, cultural and ethical issues that surround individual patients with obstetric or gynecologic problems	•	 	•	•
5.1	Maintain clear, concise, accurate and appropriate records of clinical encounters and plans	1		•	\sqcup
5.2	Present verbal reports of clinical encounters and plans			•	

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Recognize the importance of just allocation of health care resources, balancing effectiveness, efficiency and access with optimal patient care ### Advocate 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 ### Advocate 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 underable or marginalized populations within those served and respond appropriately 4.4 Describe the role of the medical profession is advocating collectively for health and patient safety ### Advicate 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 1.4 Develop a life-long learning strategy, utilizing information technology for managing cases, literature review, and participation in basic or applied clinical research 1.5 Pose an appropriate learning process 1.6 Evaluate the impact of any change in practice 1.7 Describe the impact of any change in practice 1.9 Document the learning process 2.0 Critically appraise rottived evidence in order to address a clinical question 3.1 Describe principles of relinical appraisal, especially epidemiology and biostatistics 3.1 Describe principles of relinical process and desired learning outcomes of others 3.1 Describe principles of relaning relevant to medical education 3.2 Identify to the describe the princ			ļ			•		
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Dalhousie University Department of Obstetrics and Gynaecology

4.3	Pose a scholarly question			•	•	
4.4	Conduct a systematic search for evidence			•	•	
4.5	Select and apply appropriate methods to address the question			•	•	
4.6	Perform a research study and disseminate the findings		•	•	•	
Professional						
1.1	Exhibit appropriate professional behaviors in practice, including honesty, integrity, commitment, compassion, respect and altruism	•		•		•
1.1.1	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		•	•		
1.3	Recognize and appropriately respond to ethical issues encountered in practice	•		•		•
1.4	Manage conflicts of interest		•			
1.6	Maintain appropriate boundaries with patients	•		•		•

^{*}Optional curriculum element