# Reproductive Health and Abortion Training in Family Medicine ("RHEDI") Elective

<table>
<thead>
<tr>
<th>Elective Director</th>
<th>Elective Faculty</th>
<th>Elective Contact</th>
<th>Location</th>
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<tr>
<th>Blocks Available</th>
<th>Duration/Weeks</th>
<th>Hours per Week</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All (open to 3rd-yr students in blocks #7-11)</td>
<td>Min: 2 Max: 4</td>
<td>40</td>
<td>Max: 1</td>
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<thead>
<tr>
<th>Lectures/Seminars</th>
<th>Outpatient</th>
<th>Inpatient</th>
<th>Housestaff</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
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<thead>
<tr>
<th>Night Call</th>
<th>Weekends</th>
<th>Lab</th>
<th>Exam Required</th>
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<tbody>
<tr>
<td>No</td>
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## Overall Educational Goal of Elective
To provide woman-centered, reproductive health services, particularly family planning and abortion care, in the primary care setting.

## Objectives
**By the end of the Elective, students should be able to:**

I. Patient care
   1. Discuss commonly used contraceptives including their efficacy, mechanism of action, potential side effects, and relevant counseling issues.
   2. Develop contraceptive plans that are tailored to meet the individual’s needs.
   3. Conduct a thorough gynecologic, sexual and pregnancy history.
   4. Diagnose and treat common causes of vaginitis.
   5. Perform a pelvic and speculum exam in a respectful manner, while maintaining patient comfort.
   6. Provide medication and aspiration abortion under supervision.
   7. Evaluate patients during normal pregnancy as well as early pregnancy loss (miscarriage).

II. Medical knowledge
   1. Take a focused, yet complete gynecologic and medical history.
   2. Discuss the initial evaluation for infertility.
   3. Describe entire process for medication abortion and manual vacuum aspiration for elective abortion.
   4. List the indications for emergency contraception (EC), currently available EC pill products in the U.S., and describe the evidence-based regimen.
   5. Describe the diagnostic process and management of bleeding in early pregnancy.
   6. Review steps for how to reasonably determine if a patient is pregnant.
   7. Describe the management of early pregnancy and develop a basic understanding of evidence-based prenatal care.
   8. Gain basic knowledge and skills to develop and/or participate in a focused scholarly project.
III. Practice-based learning and improvement
1. Describe current recommendations for cervical cancer and breast cancer screening.
2. Know how to access & use the World Health Organization Medical Eligibility Criteria for Contraception
3. Know how to access and use the Centers for Disease Control STD Treatment Guidelines.
4. Participate in a scholarly activity that ideally can be published in a peer-reviewed journal.

IV. Interpersonal and communication skills
1. Utilize therapeutic communication techniques (non-verbal communication, open ended questions) to elicit a sexual and social history, including high-risk behaviors, abuse, and sexual orientation.
2. Perform compassionate, non-judgmental pregnancy options counseling and if appropriate, abortion options counseling
3. Use "reproductively neutral" language when communicating with patients.

V. Professionalism
1. Maintain a non-judgmental attitude in dealing with family planning, STI's, abortion and reproductive health issues.

VI. Systems-based Practice
1. Identify all appropriate options for unplanned and planned pregnancy, including local patient resources to facilitate each option.
2. Describe the challenges and benefits of delivering reproductive health care in the primary care setting versus a dedicated family planning or specialty office/clinic.
3. Appreciate the roles of staff, nurses and mid-level practitioners in the delivery of comprehensive reproductive health services.
4. Appreciate the impact of federal and state policy on reproductive health services, including infertility, family planning and abortion care, particularly on low-income women.

BRIEF DESCRIPTION OF ACTIVITIES: The schedule is subject to change depending on the availability of our preceptors and other learners at our educational sites. At the beginning of the rotation, we will develop an individualized for the scholarly activity.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>AM</td>
<td>Women’s Health Hours at FMMS (Dr. Levine) 8:00 – 12:00 (1,3,4 wk of Mo)</td>
<td>Dept. Grand Rounds at MEB 8-9 am (2nd wk)</td>
<td>Abortion Training at PPAMA 9:00 am – 5:00 pm</td>
<td>Scholarly Project</td>
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<tr>
<td>PM</td>
<td>Maternity Care Session at FMMS (Dr. Nordin) 1:00 pm – 5:00 pm</td>
<td>Scholarly Project after Rounds until 1:00 pm</td>
<td>Scholarly Project</td>
<td>Scholarly Project</td>
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FMMS: Family Medicine at Monument Square
MEB: Medical Education Building
PPAMA: Planned Parenthood Association of the Mercer Area

METHOD OF STUDENT EVALUATION
Verbal formative evaluation; written evaluation

ARE THERE ANY PREREQUISITES FOR THIS ELECTIVE? No

IS THIS ELECTIVE AVAILABLE TO THIRD YEAR MEDICAL STUDENTS AS WELL? Yes, in blocks 7-11