



STUDY GUIDE IN GYNAE AND OBSTETRICS

For Final Professional MBBS Students

Khyber Girls Medical College

Peshawar

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Vision and Mission:

Khyber Medical University: Vision

Khyber Medical University will be the global leader in health sciences academics and Research for efficient and compassionate health care.

Khyber Girls Medical College:

Vision

Khyber Girls Medical College will promote health care leaders that are critical thinker, ethical, Research oriented, culturally and professionally competent.

Mission

To develop competent health care leaders by ensuring appropriate policies, procedures Which reflect ethical, cultural, community orientated and evidence based practices to achieve Best possible health outcomes for society at large.

Curriculum Committee:

Chair:

Professor Dr. Zahid Aman Dean KGMC.

Co-Chair:

Dr. Amin ul Haq, Associate Dean KGMC.

Clinical Sciences:

- Dr. Mohammad Noor Wazir ,Department of Medicine KGMC/HMC
- Dr. Bushra Rauf Department of Gynae KGMC/HMC.
- Dr. Sofia Iqbal, Department of Ophthalmology KGMC/HMC.
- Dr. Said Amin Department of Medicine KGMC/HMC.
- Dr. Ghareeb Nawaz Department of ENT KGMC/HMC.
- Dr. Jamshed Alam Department of Surgery KGMC/HMC.
- Dr. Ambreen Ahmad, Department of Pediatrics KGMC/HMC.
- Dr. Ain-ul-Hadi Department of Surgery KGMC/HMC.
- Dr. Fawad Rahim Department of Medicine KGMC/HMC.

Behavioral Sciences:

- Dr. Ameer Abbas Department of Psychiatry
- Dr. Naheed Mahsood, Department of Medical Education, KGMC.
- Dr. Naveed Afzal Khan, Department of Medical Education, KGMC.
- Dr Onaiza Nasim , Department of Medical Education, KGMC

- **Basic Sciences:**

- Dr. Amin-ul-Haq Department of Biochemistry, KGMC.
- Dr. Khalid Javed Department of Pathology, KGMC.
- Dr. Raheela Amin Department of Community Medicine, KGMC.
- Dr. Zubia Shah Department of Physiology, KGMC.
- Dr. Naheed Siddique Department of Forensic Medicine, KGMC.
- Dr. Shams Suleman Department of Pharmacology, KGMC.
- Dr. Shahab-ud-Din, Department of Anatomy, KGMC.

Medical education

- Dr. Naheed Mahsood, Department of Medical Education, KGMC.
- Dr. Naveed Afzal Khan, Department of Medical Education, KGMC.
- Dr Onaiza Nasim , Department of Medical Education, KGMC

Integrated Curriculum:

An integrated curriculum is all about making connections, whether to real life or across the disciplines, about skills or about knowledge. An integrated curriculum fuses subject areas, experiences, and real-life knowledge together to make a more fulfilling and tangible learning environment for students. Integrated teaching means that subjects are presented as a meaningful whole. Students will be able to have better understanding of basic sciences when they repeatedly learn in relation to clinical examples, Case based discussions, computer-based assignments. Early exposure to clinics, wards, and skills acquisition in skills lab are characteristics of integrated teaching program.

Outcomes of the curriculum:

The outcomes of the curriculum of MBBS According to the PMC are as follows:

- Knowledgeable
- Skillful
- Community Health Promoter
- Problem-Solver
- Professional
- Researcher
- Leader

Knowledge

By the end of five year MBBS program the KGMC student should be able to;

1. Acquire a high level of clinical proficiency in history taking, physical examination, differential diagnosis, and the effective Use of medicine's evolving diagnostic and procedural capabilities including therapeutic and palliative modalities.
2. Manage the common prevalent diseases in community
3. Identify the common medical emergencies
4. Develop plan for prevention of common community diseases
5. Formulate a referral plan
6. Compose a prescription plan

Psychomotor

By the end of five year MBBS program the KGMC student should be able to;

1. Demonstrate the ability to perform the disease specific relevant examination
2. Respond to common medical emergencies
3. Master the skill of first aid
4. Perform BLS

Affective

By the end of five year MBBS program the KGMC student should be able to

1. Relate to patient and caregivers vulnerability
2. Demonstrate ethical self-management
3. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
4. Display compassion with patient and colleagues
5. Demonstrate in clinical care an understanding of the impact of psychological, social, and economic factors on human health and disease.

FOR FINAL YEAR MBBS STUDENTS
Subject: Obstetrics & Gynaecology

MODULE: REPRODUCTIVE HEALTH

Reproductive health is a state of complete physical, mental and social wellbeing not merely the absence of disease or infirmity. The module on reproductive health includes knowledge of anatomy and physiology of the genital tract. The application of various diagnostic modalities, their outcomes, ascertaining diagnosis and scientific treatment of different disorders pertaining to the genital tract. God has gifted one of the most beautiful functions of reproduction to the female genital tract that blesses mankind with love, affection, need for care, creation of social bonding and kindness. The female who creates a life at the expense of her own deserves utmost care during parturition. All the needs during antenatal, intranatal and postnatal periods pertaining to good health, healthy outcome of pregnancy, prevention of complications and skilled deliveries are the subjects of reproductive health.

The gynaecology part of this module comprises of genital tract normal behaviour, and its different disorders ranging from simple to complicated ones and from benign to malignant ones. The possible solutions to these problems are the mainstay of this module.

Obstetrical portion is comprised of physiology of conception, antenatal care, early pregnancy complications, fetal wellbeing, pregnancy specific problems, intranatal assistance, operative interventions and post-natal care. Neonatal resuscitation, initiation of breast feeding, early neonatal health issues also come in this domain along with paediatrician help.

FACULTY MEMBERS

(Chairman and Head of Department).

- Prof. Dr. Shamshad begum

Professors

- Dr Naeema Utman
- Dr Bushra rauf
- Prof. Samia Zahid

Associate professors:

- Dr Rabea sadaf
- Dr Ghazala Shams
- Dr Sadia Shamsher

Assistant professors

- DrRubina Akhtar
- Dr Sadia Ali
- Dr Rukhsana Kareem
- Dr Shazia khattak
- Dr Madeeha Iqbal
- Dr Nassreen Kishwar

1. Introduction:

A study guide is just like a travel guide. As travel guide is a useful resource for the traveller. It is an aid, either in printed or electronic form, designed to serve the same functions relative to students' studies. It encourages effective study skills and self-directed lifelong learning. [1]

Study guide is like a 24/7 tutor sitting on the students' shoulder to advise them on what they should be doing at any stage in their study. The study guide is an important tool in the educational process because of information overload, curriculum change, spiral curriculum, distance learning, work-based learning and self-directed learning [2, 3]. The study guides are usually made to direct the students toward a pathway that dictates completion of syllabus through integrated curriculum. It is a time bound document which facilitate timely completion of proposed curriculum and any one can identify at any time what is to be taught in which part of academic year. A preloaded document that ensures how and when to complete the particular part of curriculum. This helps the need for documentation and prevents information overload. These are helpful to students to manage their own learning [4]. These are helpful in planning for excellence awards to be achieved in a competitive environment. These can be used for distance learning, curriculum maintenance and curriculum dissemination.

The benefits of study guide are;

- It helps in incorporating integrated programs.
- It facilitates student's interaction with curriculum.

- Provides a frame work for learning
- It ensures uniformity
- Record of students' work can be obtained
- Helps inculcating self-study skills
- It prepares the student for examinations
- It presents content related to the subject
- Provides knowledge about the content
- Reading is the only activity required
- Concerned mainly with the area of knowledge

2. Rationale

Since doctors are concerned with community health that makes it necessary to acquire knowledge and skills to impart health care in order to make a 7 Seven Star doctor who has to be a care provider, good communicator, decision maker community leader, manager, researcher and professional he has to be guided through a system that can impart all these competencies. This requires orientation and introduction to medical sciences in relation to health and disease. These guidelines will help the doctor to become a successful health care leader and ethical doctor of tomorrow.

Female genital tract and diseases related to reproductive system are very important and gaining attention constantly and has been incorporated in millennium development goals as well. The diseases related to genital tract are core teaching in this module. There are 7 themes of gynaecology that makes major portion of genital tract disorders. Themes are further having

multiple clinical conditions. Table of specification of each clinical condition are made accordingly. There is a separate portion for obstetrics as well.

Part I. Gynaecology

1. Dysfunctional uterine bleeding
2. Pelvic pain
3. Vaginal discharge
4. Pelvic mass
5. Urogynaecology
6. Infertility, contraception.
7. Disorders of puberty

Part II. Obstetrics

1. Basic maternal physiology
2. Normal pregnancy
3. Early pregnancy problems
4. Maternal Medicine
5. Fetal Medicine
6. Birth
7. Post-natal care

In this integrated curriculum we have to incorporate all knowledge of basic level and clinical together so that student can understand a system in relation to disease as well. The module is usually constituted in a way to start from basic to research

up to clinical in a continuum. For this purpose, reproductive system has been divided in to module 1 & module II. For final year the major portion of module is clinical & small portion is comprised of basic. In a spiral curriculum the module 1 is included in 2nd, 3rd year. While module II in for 4th & final year.

Final year will learn module of genital tract disorders. That includes menstrual disorders, pelvic inflammatory disease, sexually transmitted diseases, vaginal discharge and genital tract tumours.

3. General outcomes

At the end of this module the final year student shall be able to:

- a) Understand the importance of women's health.
- b) Acquire adequate knowledge regarding women's health
- c) Learn sufficient skills to exercise his competency
- d) Learn professional behaviours
- e) Identify ethical barriers while in practice
- f) Participate in improvement of patient care
- g) Able to recognize and differentiate different problems of reproductive health
- h) Actively participate as a team member and demonstrate leadership qualities
- i) Handle conflicts and stressful situations at work with effective communication
- j) Learn and practice principles of effective communication
- k) Use effective resources to positively communicate with patients and colleagues
- l) Demonstrate empathy in breaking bad news to patients
- m) Develop skills of a good counsellor
- n) Exchange opinion and knowledge

o) Demonstrate ethical behaviour while attending female patients

4. Specific learning outcomes

- a) At the end of academic session, through modular system the final year MBBS student shall be able to demonstrate the ability to obtain a relevant clinical history from a woman with gynaecological problem.
- b) Perform adequate clinical examination in a gynaecological Patient.
- c) Can Interpret clinical & laboratory data to make a differential/ provisional diagnosis.
- d) Should be able to counsel the woman and her attendant about the nature of clinical problem with reasonable communication skills.
- e) Can identify high risk cases for referral to senior gynaecologist& be able to provide initial life-saving measures in emergency before referring to tertiary care hospital.
- f) Shall be able to practice ethically and can follow principles of safe and value based community health services focusing on wellness of woman.
- g) Present a summary of at least one assigned case to a faculty member during a ward round. (CBL)
- h) Observe communication between doctor and patient, including explanation of the condition, treatment options and complications of treatment.
- i) Suggest a management plan for the patient.
- j) Observe the following:
 - Pelvic ultrasound scan.
 - Hysteroscopy.
 - Diagnostic laparoscopy.
 - Endometrial sampling
- k) Perform a cervical smear (model/patient).
- l) Explain the significance of cervical smear result and appropriate management.
- m) Attend a family planning clinic.

n) Attend a genitourinary clinic.

5. Policies and Ground Rules

5.1 Eligibility

This module shall be offered in Final year of MBBS program and the students must have passed their fourth year.

5.2 Duration of Studies

The minimum duration of studies for completing this module shall be Six (06) weeks.

5.3 Scheme of Studies

Course work for this module comprises Theory Classes, Small Group Discussions, Self-Directed Learning, Bedside teaching, OPD attendance, Operation Theatre Work, Labour room practical demonstrations, Skill Lab, Laboratory Work, Radiology imaging and Community visits.

5.4 Evaluation

5.4.1 Paper Setting

The examination paper for internal and summative exams shall be set as per standard procedure of Khyber Medical University.

5.4.2 Conduct of Examination

The Controller of Examinations will arrange the final examinations, including preparation of date sheet, appointment of the invigilation staff, etc. Each examination hall will be supervised by a Superintendent, who will be a senior teacher of the same department, and other staff, who will be from other departments.

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5.5 Attendance and Punctuality

- a) A student is expected to attend 100% of the classes held in course. Under extenuating circumstances, up to 25% shortage of attendance may be overlooked. However, a student will not be allowed to appear in the final examination, if the attendance fails below 75% in the course.
- b) Students should arrive in the class on time not later than 15 minutes of the scheduled time. Any student report late more than 15 minutes of the scheduled time shall be marked as absent.
- c) If you need to leave early, do so after asking your instructor and if he/she permits it.

5.6 Dress Code

- a) The students must follow Dress Code of the institution.
- b) Students must display their Student Identity Card while being in the institution premises.

5.7 Class Discipline

- a) Cell phones should be kept on “Silent” mode.
- b) Discrimination of any sort in the class is prohibited
- c) Respect and tolerance for all is mandatory.
- d) During interactive sessions, listen carefully and wait for your turn to speak, please do not interrupt each other.

5.8 Code of Conduct

Every student shall observe the following code of conduct:

- a) Faithfulness in his religious duties, and respect for convictions of others in matters of religion, conscience and customs.
- b) Loyalty of Pakistan, and refraining from doing anything which might lower its honour and prestige in any way.
- c) Truthfulness and honesty in dealing with others.
- d) Respect for elders, and politeness to all, especially to women, children, old people, weak, deformed and the helpless.
- e) Respect for teachers and others in authority in the University.
- f) Cleanliness of body, mind, speech and habits.
- g) Helpfulness to fellow-beings.
- h) Devotion to studies and sports.
- i) Protection of Government property.
- j) In case of emergency or suspected crime please report to the department of public safety

6. Prerequisites

The pre requisites for this module are the knowledge and skills required by the students before they start studying diseases of female genital tract and their management. These include basic concepts and terminologies the students had previously learned. Lecture rooms, demonstration rooms along with resources will be available to the students.

Anatomy: Students should have knowledge of anatomy of internal and external female genital organs. They should understand embryology of ovulation, fertilization and human development.

Histology: They should know classification and distribution of various tissues specially related to female reproductive system.

Physiology: They should understand physiology of puberty, menstruation, menopause and pregnancy. Role of various hormones in reproductive system.

Pharmacology: Students should recall knowledge of drugs related to pregnancy, lactation, contraception and their effect on foetus. Mechanism of action of various drugs used in obstetrics and gynaecology. Finally, role of hormones related to female reproductive system.

Biochemistry: Knowledge of biochemical and hormonal changes during menstruation, pregnancy, menopause.

Pathology: Students should have knowledge of cellular and structural changes that occur in inflammation, infection, ischemia and neoplasia of female reproductive system.

Basic clinical skills: Student should have sufficient knowledge, attitude and skills regarding History taking, examination and communication.

Pre Test: A pre-test may be included to assess the students' basic knowledge in cognitive, psychomotor and affective domains.

Learning recourses:

Gynaecology Rotation:

Students will take history, examine and communicate with patients in ward, OPD and operation theatre. This will enhance their learning, help them apply their knowledge and improve communication skills

Hands on Activities:

There will have practical sessions related to female reproductive system.

Skill labs:

In skill labs students will be encouraged to learn in a simulated environment. This will help in building their confidence thus ensuring safety of the patient.

Digital library:

Students will have access to internet, computers and laptops. This will update their knowledge about latest researches.

Library:

Students will be provided free access to library, journals and books.

Radiology department:

Students will have rotation in radiology department where they will be exposed to imaging related to female genital tract.

Other learning resources:

Community medicine setting for public health awareness.

Laboratories.

Theme: Irregular vaginal bleeding:7.1: Table of Specifications - Abnormal uterine bleeding

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Abnormal uterine bleeding	Define dysfunctional uterine bleeding (DUB). Define endometrial hyperplasia	C1			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Describe the types of endometrial hyperplasia.	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Describe terminologies AUB.	C2			Lecture	MCQs	Lecture Hall / Demo Room	
		Demonstrate pathophysiology and role of eicosanoids in AUB	C3			SGD	SEQs	Demo Room	10%
		Distinguish types of endometrial hyperplasia	C4			SGD	MCQs / SEQs	Demo Room	
		Construct a list of causes of AUB	C5			SGD	MCQs / SEQs	Demo Room	5%
		Select a list of investigations of AUB	C6			SGD	SEQs	Demo Room	5%
Skilful		Recognize patients of AUB		P1		CBL	OSCE	OPD	5%
		Practice upon patients of AUB		P2		TBL	OSCE	OPD	5%
		Manage patients with AUB		P3		CBL	OSCE	Bedside / OPD	10%
Professionalism and role model		Communicate ethically about diagnosis			A	Role play	OSCE	OPD/Bedside/Demo room	10%
		Council about pros and cons of treatment			A	Role play	OSCE	OPD/Bedside	10%
Researcher		Review Article on AUB treated with hormones	C3			TBL	Work place based	Library	10%
Leadership		Organize free treatment camp for patients of AUB		P4		TBL	Work place based	Field work	10%
								Total	100%

7.2: Table of Specifications - Menopause and post-menopausal health

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Menopause and post-menopausal health	Define menopause	C1			SGD	MCQs / SEQs	Demo Room	5%
		Describe pathophysiology of menopause	C2			SGD	MCQs / SEQs	Demo Room	5%
		Demonstrate mechanism of menopause	C3			SGD	MCQs	Demo Room	10%
		Differentiate physiological and non-physiological menopause	C4			SGD	SEQs	Demo Room	5%
		Explain the effects of menopause on women's health	C5			SDL	SEQs	Library	10%
		Evaluate hormone replacement therapy	C6			SDL	SEQs	Library	10%
Skilful		Recognize patients of menopause		P1		CBL	OSCE	OPD	5%
		Assist in history taking for menopause		P2		TBL	OSCE	Bedside / OPD	10%
		Perform examination on menopausal patients		P3		TBL	OSCE	Bedside / OPD	10%
Professionalism and role model		Communicate ethically to patients about menopausal changes			A	Role play	OSCE	OPD/Bedside/Demo room	10%
		Counsel about post-menopausal life issues			A	CBL	OSCE	OPD/Bedside/Demo room	
Researcher		Review article on menopause	C3			TBL	Port folio	Library / Internet/e learning	10%
Leadership		Organize a health care plan for menopausal patients in community		P4		TBL	Work place based	Community/ field work	10%
								Total	100%

7.3: Table of Specifications- Menstrual Cycle

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Menstrual Cycle	Recall the features of menstrual cycle	C1			Lecture	MCQs / SEQs	Lecture Hall	5%
	Physiology of menstruation	Recognize ovarian and endometrial changes during menstrual cycle	C2			Lecture	MCQs / SEQs	Lecture Hall	10%
		Demonstrate the normal changes of puberty	C3			SGD	MCQs / SEQs	Lecture Hall	5%
		Differentiate changes of normal & abnormal puberty	C4			SGD	MCQs / SEQs	Lecture Hall	10%
		Organize events of puberty	C5			SGD	MCQs / SEQs	Lecture Hall	10%
		Interpret role of hormones in puberty	C6			SGD	MCQs / SEQs	Lecture Hall	10%
Skilful	Physical changes in body at puberty	Observe signs of adrenarche		P1		LGF	OSCE	Ward	5%
		Assist examination of breasts		P2		LGF	OSCE	Ward	5%
		Perform examination of secondary sex characters		P3		LGF	OSCE	Ward	5%
		Demonstrate physical signs of hirsutism		P4		LGF	OSCE	Ward	10%
Professionalism and role model	Behaviourism	Display ethical behaviour to explain changes of puberty to per pubertal patient			A	Role Play	OSCE	Demo Room	10%
		Council the patient on menstrual phenomena			A	Role Play	OSCE	Demo Room	10%
Researcher		Collect data of pubertal girls regarding common problems of puberty		P4		Port folio	Assignment	Community work	5%
								Total	100%

7.4: Table of Specifications–Amenorrhea

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	% age	
			Cognitive	Psychomotor	Affective					
Knowledge Critical thinker /problem solver	Introduction to amenorrhea and its causes	Define Amenorrhea	C1			SGD	MCQs	Demo Room	10%	
		Classify Amenorrhea and its causes	C2			SGD	MCQs / SEQs	Demo Room		
	Investigations	Illustrate a list of investigations for PCOS	C3			SGD	SEQs	Demo Room	5%	
		Diagnosis of PCO	Demonstrate diagnosis & differential diagnosis of PCOS	C3			SGD	SEQs	Demo Room	5%
		Management of PCOs	Outline management of PCOs	C4			SGD	MCQs / SEQs	Demo Room / OPD	10%
		Construct a plan for treatment of amenorrhea	C5			TBL	MCQs / SEQs	Demo Room / OPD	10%	
		Summarize treatment options for hirsutism	C6			TBL	MCQs / SEQs	Demo Room / OPD	10%	
Skilful	Signs of PCOs	Observe a patient of amenorrhea		P1		SGD	OSCE	Bed side teaching/ OPD	5%	
		Conduct examination of amenorrhea patient		P2		CBL	OSCE	Bed side teaching/ OPD	5%	
		Perform examination on patient of polycystic ovaries		P3		TBL	OSCE	Bed side teaching/ OPD	10%	
Professionalism and role model	Behaviourism	Display ethical behaviour to explain physical changes in patients of PCOS			A	Role Play	OSCE	Bed side teaching/ OPD	10%	
		Council the patient of PCO			A	Role Play	OSCE	Bed side teaching/ OPD		
Researcher	Research on PCOs	Perform a case study on primary amenorrhea		P4		TBL	Port folio	Demo Room	10%	
Leadership	Leadership role	Organize a presentation on PCOS		P4		TBL	Port folio	Lecture Hall	10%	
								Total	100%	

Week 1 - Time Table

(Final Year MBBS)

Module: Reproductive health

Theme: Abnormal Uterine Bleeding

Weekday	8:00 – 10:00 AM	10:00 – 11:00 AM	11:00 – 12:00 PM	12:00 PM – 12:30 PM	12:30 PM – 1:30 PM	1:30 PM – 2:30 PM
Monday	Menstrual cycle (LGF)	Normal Changes of puberty (SGD)	Pubertal events (SDL)	B R E A K	Ward Activity (History taking., examination)	
Tuesday	Ovarian and endometrial changes of menstrual cycle (LGF)	Normal and abnormal puberty Causes of abnormal puberty (SGD)	Case of primary amenorrhea/ abnormal puberty (SGD)		Examination of secondary sex characters (SGD)	Counselling of Patients (Role play)
Wednesday	Introduction to PCOs, epidemiology, Pathophysiology and effects of PCOs. (LGF)	Primary and secondary amenorrhea, causes and investigations (SGD)	(Case Study) of PCOs patient (SDL)		Diagnosis and management of PCOS (SGD)	Ward Activity History taking, Examination on PCOS (SGD)
Thursday	Abnormal uterine bleeding (AUB (LGF)	Endometrial hyperplasia (SGD)	Different types of endometrial hyperplasia (SDL)		Investigations of AUB Treatment of AUB (SGD)	Counselling of patients with AUB (Role play)
Friday	Menopause (LGF)	Indications & Contraindications of HRT. (SGD)	Life after menopause Video in demo room (SGD)		Half day	

Theme: Pain Lower Abdomen

8.1: Table of Specifications - Dysmenorrhea

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Dysmenorrhea	Define dysmenorrhea	C1			LEC. Presentation	MCQs / SEQs	HMC demo room	5%
		Classify causes of dysmenorrhea	C2			LEC. Presentation	MCQs / SEQs	HMC demo room	10%
		Demonstrate pathophysiology of dysmenorrhea?	C2			LEC. Presentation	MCQs / SEQs	HMC demo room	10%
		Enlist the investigations for dysmenorrhea?	C3			LEC. Presentation	MCQs / SEQs	HMC demo room	5%
		Devise the management plane and treatment of dysmenorrhea.?	C3			LEC. Presentation	MCQs / SEQs	HMC demo room	20%
Skilful		Coordinate Counselling of a patient with primary dysmenorrhea?			A	Role play	TOAKS	Ward Round	20%
		Observe the examination of patient with dysmenorrhoea		P1		Role play	Bed side teaching	Ward	10%
		Perform examination on patient with dysmenorrhoea		P3		Role play	Bed side teaching	Ward	10%
Professionalism and role model		Give appropriate information on diet & exercise to patient & their relatives			A1-A5	Role play	Bed side teaching	Ward	10%
								Total	100%

8.2: Table of Specifications - Ectopic pregnancy

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledge	Ectopic pregnancy	Describe the etiology of ectopic pregnancy?	C2			LEC. Presentation	MCQs / SEQs	HMC DEMO	10%
		Outline the clinical presentation of ectopic pregnancy?	C2			LEC. Presentation	MCQs / SEQs	HMC DEMO	10%
		Enlist the investigations for ectopic pregnancy?	C3			LEC. Presentation	MCQs / SEQs	HMC DEMO	10%
		Justify the medical and surgical management of ectopic pregnancy?	C4			LEC. Presentation	MCQs / SEQs	HMC DEMO	20%
		Critically evaluate medical management of ectopic pregnancy?	C5			LEC. Presentation	MCQs / SEQs	HMC DEMO	20%
Skilful		Interpret ultrasound findings in ectopic pt.?		P1		LEC. Presentation	MCQs / SEQs	HMC DEMO	10%
Professionalism and role model		Adapt Counselling in ectopic pregnancy			A1-A5	SGD	OSCE	HMC DEMO	10%
		Observe communication between doctor and patient			A1-A5	SGD	OSCE	HMC DEMO	5%
Researcher		Audit of an ectopic pregnancy with medical treatment.in gynae ward.		P3		SGD	Assignment	Ward	5%
								Total	100%

8.3: Table of Specifications - Early Pregnancy Changes / Miscarriage

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledge	Early pregnancy diseases	Define miscarriage & abortion with prevalence?	C1			LEC. Presentation	MCQs / SEQs	HMC DEMO	5%
		Describe etiology & pathogenesis?	C2			LEC. Presentation	MCQs / SEQs	HMC DEMO	10%
		Differentiate between various types of miscarriage with clinical & ultrasound diagnosis?	C3			SGD	MCQs / SEQs	HMC DEMO	20%
		Device management plane of each type?	C4			SGD	MCQs / SEQs	HMC DEMO	20%
		Adapt a counselling session of a miscarriage pt.?	C5			Role Play	MCQs / SEQs	HMC DEMO	10%
Skills		Observe the procedure of evacuation & curettage		P1		CBL	OSCE	OT	5%
		Assist the procedure of evacuation & curettage		P2		Role Play	OSCE	OT	10%
Professionalism and role model		Counsel the patient for long term contraception			A1-A5	SGD	OSCE	OPD	15%
		Counsel Pt With Recurrent Miscarriage			A1-A5	Role play	OSCE	OPD	5%
							Total	100%	

8.4: Table of Specifications - Endometrioses

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledge	Endometrioses	Define endometrioses?	C1			Lecture	MCQs, SEQs	HMC DEMO	5%
		Compose Pathophysiology of endometrioses?	C2			Lecture	MCQs, SEQs	HMC DEMO	5%
		Critically evaluate pt with endometrioses?	C3			Lecture	MCQs, SEQs	HMC DEMO	10%
		Illustrate investigations in endometrioses?	C4			Lecture	MCQs, SEQs	HMC DEMO	10%
		Discuss management of a pt. with endometrioses?	C5			Lecture	MCQs, SEQs	HMC DEMO	10%
Skills		Appraise Staging and grading in endometrioses?	C6			Lecture	MCQs, SEQs	HMC DEMO	10%
		Appraise Staging and grading in endometrioses through laparoscopy in OT.		P1		Role play	OSCE	OT	10%
		Observe the laparoscopic finding of endometriosis		P1		Role play	OSCE	OT	10%
Professionalism and role model		Awareness of emotional implications for woman, family and staff. Respect cultural diversity.			A1	Role Play	OSCE	OPD	10%
		Respect individual dignity and privacy. Respect confidentiality.			A2	Role Play	OSCE	OPD	10%
	Communicate clearly and effectively at times of stress.			A3	Role Play	OSCE	OPD	10%	
							Total	100%	

Week 2 - Time Table

(Final Year MBBS)

Module: Reproductive Health

Theme: Pain Lower Abdomen

Weekday	8:00 – 10:00 AM	10:00 – 11:00 AM	11:00 – 12:00 PM	12:00 PM – 12:30 PM	12:30 PM – 1:30 PM	1:30 PM – 2:30 PM
Monday	Dysmenorrhea (LGF)	Dysmenorrhea (SGD)	SDL	B R E A K	PBL1	
Tuesday	Endometrioses (Etiology, pathophysiology) (LGF)	Endometrioses (Staging and management) (SGD)	SDL		CBL (Endometrioses)	L Room
Wednesday	Miscarriage (Types diagnoses) (LGF)	Miscarriage (Recurrent, investigation and counselling) (SGD)	SDL		Skill Lab	
Thursday	Ectopic Pregnancy (Types diagnoses,) (LGF)	Ectopic Pregnancy (Assessment for medical tx, counselling of infertility, follow up in medical tx) (SGF)	SDL		SDL	CBL (Ectopic pregnancy)
Friday	OT (Laparoscopic demonstration endometrioses)	OT	SDL		Half Day	

Theme: Vaginal Discharge:

9.1: Table of Specifications- Sexually transmitted infections

Competency	Content	Learning objectives	Learning Domain			MIT	Venue	Assessment Strategy	%age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Sexually transmitted infections	List infectious diseases classified as sexually transmitted infections.	C1			Lecture	HMC Demonstration room	SEQs, MCQs,	5%
		Discuss the common presentation and causes of lower genital tract infections.	C2			Lecture	HMC Demonstration room	SEQs, MCQs,	10%
		Interpret the different investigations in lower genital tract infections	C3			Lecture	HMC Demonstration room	SEQs, MCQs,	10%
		Differentiate between STIs & STD	C4			Group discussion	HMC Demonstration room	SEQs, MCQs,	5%
		Construct the treatment plan of lower genital tract infections	C5			Group discussion	HMC Demonstration room	SEQs, MCQs,	10%
Skilful		Observe the different steps of taking vulvo-vaginal swab in gynae clinic		P1		Skill lab Simulator	Skill lab	OSCE	10%
		Assist the different steps of taking vulvo-vaginal swabs in gynae clinic.		P2		Skill lab Simulator	Skill lab	OSCE	10%
		Perform the different steps of taking vulvo-vaginal swab under supervision		P3		Skill lab Simulator	Skill lab	OSCE	10%
		Perform steps of taking vulvo-vaginal swab independently		P4		Skill lab Simulator	Skill lab	OSCE	10%
Community health promotor		<ul style="list-style-type: none"> Enhance, awareness of psychosexual problems Counsel people on the importance 				Role play	OPD	Assignment	10%

		of team working and liaison with GUM clinic and health advisors.							
		<ul style="list-style-type: none"> Understand that support is needed for patients to enable them to undertake screening. 							
								Total	100%

9.2: Table of Specifications - Pelvic inflammatory disease

Competency	Content	Learning objectives	Learning Domain			MIT	Venue	Assessment Strategy	%age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Pelvic inflammatory disease	Define pelvic inflammatory disease.	C1			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs,	5%
		Describe the risk factors and pathology of upper genital tract infections in sexually active females	C2			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs,	5%
		Illustrate clear approach in diagnosing upper genital tract infection accurately.	C3			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs,	10%
		Organize treatment strategies for upper genital tract infections.	C5			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs,	10%
Skilful		Observe the different steps of performing laparoscopy for the diagnosis of PID in your patients.		P1		Practical demonstration	Operation theatre	OSCE	10%
		Assist the different steps of performing vulvovaginal /endocervical swab in gynae clinic effectively.		P2		Simulator	Skill Lab	OSCE	10%

		Perform different steps of taking endocervical swab under supervision.		P3		Simulator	Skill Lab	OSCE	10%
		Perform different steps of taking endocervical swab independently.		P4		Simulator	Skill Lab	OSCE	10%
Professionalism		Demonstrate the ability to communicate effectively & sensitively with patient & her partner on contact tracing guidelines.			A	Video/role play	HMC demonstration room	OSCE	10%
Critical thinker and research leader		Understand the basic measurements in understanding epidemiology of sexually transmitted diseases.				SGD	HMC demonstration room, OPD	SEQS/MCQS	10%
Community health promotor		Enhance awareness regarding screening & appropriate referral to GUM clinic				SGD	HMC demonstration room. OPD	ASSIGNMENT	10%
								Total	100%

9.3: Table of Specifications - Carcinoma of Lower Genital Tract

Competency	Content	Learning objectives	Learning Domain			MIT	Venue	Assessment Strategy	%age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Carcinoma of lower genital tract including cervix, vagina & vulva	Define the epidemiology & aetiology of lower genital tract malignancy	C1			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs, OSCE	5%
		Describe the relevant anatomy of the pelvic organs & the relationship with the urinary & gastro-intestinal tracts.	C2			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs, OSCE	5%
		Demonstrate the pathogenesis of lower genital tract malignancy	C3			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs, OSCE	10%
		Understand the diagnosis, FIGO staging & management of premalignant & malignant disease of the lower genital tract.	C4			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs, OSCE	10%
		Differentiate among clinical presentation of lower genital tract malignancy.	C5			Group Discussion, Presentation,	HMC Demonstration room	SEQs, MCQs, OSCE	10%
Skilful		Observe the procedure of colposcopy in gynae OPD		P1		Practical demonstration	OPD	SEQs, OSCE	10%
		Assist the different steps of performing pap smear		P2		Simulator	Skill lab	OSCE	10%
		Perform pap smear under supervision.		P3		Simulator	Skill lab	OSCE	10%
		Perform pap smear independently		P4		Simulator	Skill lab	OSCE	10%
Professional & role model		Listen the act of communication skills on the significance of			A1	Role play/ Video	HMC Demonstration	OSCE	5%

		cervical smear result.					room		
		Participate in the discussion of Breaking bad news to the patient and or her attendants			A2	Role play/ Video	HMC Demonstration room	OSCE	5%
Critical thinker & research leader		Participate in medical research & collect data on cervical screening on patients in hospital/ community				SGD	HMC Demonstration room	Assignment	5%
Community health promoter		Enhance awareness in community regarding human papilloma virus vaccination its availability and cost				SGD	OPD	Assignment	5%
								Total	100%

Week 3 - Time Table

(Final Year MBBS)

Module: Reproductive Health

Theme: Vaginal Discharge

Weekday	8:00 – 10:00 AM	10:00 – 11:00 AM	11:00 – 12:00 PM	12:00 PM – 12:30 PM	12:30 PM – 1:30 PM	1:30 PM – 2:30 PM
Monday	Vaginal Discharge (LGF)	STIs (SGD)	SDL	B R E A K	Ward Activity (Informal consent, History taking)	
Tuesday	Discuss different Investigations and treatment (LGF)	Treatment Plan of Lower Genital Tract Infections (SGD)	SDL		Role Play (Counselling) (LGF)	Skill lab (Procedure Volvu-vaginal Swab)
Wednesday	Risk factors, Pathophysiology of Upper Genital Tract Infections (LGF)	Diagnosis of Upper Genital Tract Infections (SGD)	Ward Activity (Case Study)		Skill Lab (Procedure Endocervical Swab)	Ward Activity (History taking, Examination (LGF)
Thursday	Diagnosis and treatment of lower genital tract malignancy (LGF)	Role Play (Breaking Bad News) (SGD)	SDL		Role Play / Counselling (Contract Tracing) (LGF)	
Friday	CA Cervix, Causes, Risk factors and Pathophysiology (LGF)	CA Cervix Epidemiology (SGD)	SDL		Half day	

Theme: Pelvic Mass

10.1 Table of Specifications-Uterine fibroid

Competency	Content	Learning outcomes	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Uterine fibroid	Define uterine fibroid	C1			Lecture	MCQs, SEQs	HMC Demo Room	5%
		Describe the epidemiology, clinical features and predisposing factors for fibroid	C2			Lecture	MCQs, SEQs	HMC Demo Room	5%
		List types of uterine fibroid	C1			Lecture	MCQs, SEQs	HMC Demo Room	10%
		Justify selection of investigations for fibroid	C6			SGD	MCQs, SEQs	Lecture room, ward	10%
		Propose a management plan for fibroid	C6			SGD	MCQs, SEQs	Lecture room, ward	10%
Skilful	Uterine fibroid	Take appropriate history of patient for uterine fibroid		P4		Bed side teaching	OSCE	Ward	15%
		Examine patient relevant to uterine fibroid		P4		Bed side teaching	OSCE	Ward	10%
		Observe myomectomy procedure in operation theatre		P1		Work place based Assessment	OSCE	OT	5%
Professionalism and role model	Uterine fibroid	Counsel patient regarding treatment options, prognosis and complications of treatment			A1-A5	Role play	OSCE	Lecture Room	30%
								Total	100%

10.2: Table of Specifications - Endometrial polyp

Competency	Content	Learning outcomes	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Endometrial polyp	Define endometrial polyp	C1			Lecture	MCQs, SEQs	HMC Demo Room	10%
		Describe the epidemiology and clinical features of endometrial polyp	C2			Lecture	MCQs, SEQs	HMC Demo Room	15%
		Propose a management plan for endometrial polyp	C6			SGD	MCQs, SEQs	HMC Demo Room	20%
Skilful		Take history and examine patient for endometrial polyp		P4		Bed side teaching	OSCE	Ward	20%
		Observe examination of endometrial polyp and polypectomy under hysteroscopy		P1		Workplace based Assessment	OSCE	OT	10%
Professionalism and role model		Counsel patient regarding management plan			A1-A5	PBL / Role play	OSCE	Lecture room	25%
							Total	100%	

10.3: Table of Specifications - Endometrial Ca

Competency	Content	Learning outcomes	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Endometrial Ca	List the aetiology and predisposing factors contributing to endometrial carcinoma	C1			Lecture	MCQs, SEQs	Lecture room	5%
		Explain the pathology, clinical presentation of ca endometrium and classify morphological subtypes of endometrial carcinoma	C2			Lecture	MCQs, SEQs	Lecture room	5%
		Classify endometrial carcinoma according to FIGO staging	C2			Lecture	MCQs, SEQs	Lecture room	10%
		Propose a plan for investigating endometrial carcinoma and pre-operative assessment	C6			SGD	MCQs, SEQs	Lecture room	10%
		Formulate a management plan for treatment of endometrial Carcinoma	C6			SGD	MCQs, SEQs,	Lecture room	10%
		List premalignant lesions of uterus and adnexa	C1			Lecture	MCQs, SEQs	Lecture room	5%
		Discuss the indications and limitations of screening for endometrial carcinoma	C2			SGD	MCQs, SEQs	Lecture room	5%
		Skilful		Take history from a patient relevant to endometrial carcinoma		P4		Bed side teaching	OSCE
Examine a patient for diagnosis of endometrial carcinoma				P4		Bed side teaching, skill lab simulators	OSCE	Ward	10%
Observe the procedure endometrial sampling for endometrial carcinoma.				P1		Workplace based Assessment	OSCE	OT	5%

		Attend and observe surgery for carcinoma endometrium.							
Professionalism and role model		Counsel patient regarding treatment options, prognosis and complication of treatment of ca endometrium			A1-A5	Role play	OSCE	Lecture room	10%
		Breaking bad news about the diagnosis of endometrial carcinoma to patient and her attendants			A1-A5	Role play, bed side learning	OSCE	Lecture room, Ward	5%
Critical thinker and research leader		Participate in research regarding screening and incidence of endometrial carcinoma.		P3		TBL	Port folio	OPD, ward	5%
								Total	100%

10.4: Table of Specifications - Ovarian cyst

Competency	Content	Learning outcomes	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Ovarian cyst	Classify ovarian cyst according to morphological features and its relation to menstrual cycle	C2			Lecture	MCQs, SEQs	Lecture room	15%
		Describe clinical features related to ovarian cyst	C2			Lecture	MCQs, SEQs	Lecture room	10%
		Describe ultrasound features and tumour markers related to risk of malignancy	C2			Lecture	MCQs, SEQs	Lecture room	10%
		Construct a plan for investigation of ovarian cyst	C6			SGD	MCQs, SEQs	Lecture room	10%
		Justify treatment options for ovarian cyst	C5			SGD	MCQs, SEQs	Lecture room	10%
Skilful		Take history of patient for ovarian cyst		P4		Bed side teaching,	OSCE	Ward	10%
		Examine patient for ovarian cyst		P4		Skill lab simulator, bed side teaching	OSCE	Ward	10%
Professionalism and role model		Counsel patient regarding treatment options and their complication	A1-A5			Role play / Video	OSCE	Lecture room	15%
		Breaking news to the patient about results of their investigations and prognosis	A1-A5			Role play	OSCE	Ward	10%
							Total	100%	

10.5: Table of Specifications - Benign ovarian tumour

Competency	Content	Learning outcomes	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Benign ovarian tumour	Classify benign ovarian tumours	C2			Lecture, SGD	MCQs, SEQs	Lecture room	20%
		Describe the clinical features related to benign ovarian tumour and its complication	C2			Lecture, SGD	MCQs, SEQs	Lecture room	15%
		Formulate investigation plan for benign ovarian cyst	C6			Lecture, SGD	MCQs, SEQs	Lecture room	10%
		Justify management plan for benign ovarian tumours according to age and risk	C5			Lecture, SGD	MCQs, SEQs	Lecture room	10%
Skilful		Take history relevant to benign ovarian tumours		P4		Bed side teaching	OSCE	Ward,	10%
		Examine patient for benign ovarian tumour		P4		Bed side teaching	OSCE	Ward ,	10%
		Observe surgery for ovarian tumour in OT		P1		OT	OSCE	OT	5%
Professionalism and role model		Counsel patient regarding treatment options, ,management plan			A1-A5	Role play	OSCE	Lecture room	10%
		Explaining results of investigation to patients/attendant			A1-A5	Role play	OSCE	Lecture room	10%
								100%	

Theme 10 pelvic mass

10.6: Table of Specifications - Ovarian carcinoma

Competency	Content	Learning outcomes	Learning Domain			MIT	Assessment Strategy	Venue	% age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Ovarian carcinoma	Describe the aetiology and risk factors for ovarian carcinoma	C2			Lecture, SGD	MCQs, SEQs	Lecture room, ward	10%
		Describe the screening for ovarian carcinoma	C2			Lecture, SGD	MCQs, SEQs	Lecture room, ward	5%
		Discuss pathology and clinical features of ovarian carcinoma	C2			Lecture, SGD	MCQs, SEQs	Lecture room, ward	10%
		Apply FIGO staging of carcinoma ovary	C3			Lecture, SGD	MCQs, SEQs	Lecture room, ward	10%
		Propose plan for investigating ovarian carcinoma	C6			Lecture, SGD	MCQs, SEQs	Lecture room, ward	10%
		Formulate medical & surgical management for ca ovary	C6			Lecture, SGD	MCQs, SEQs	Lecture room, ward	10%
		Construct a management plan for pseudomyxoma peritonii	C3			Lecture, SGD	MCQs, SEQs	Lecture room, ward	5%
Skilful		Observe laparotomy for ovarian Carcinoma /biopsy		P1		Workplace based Assessment	OSCE	OT	5%
		Take history for malignant ovarian tumour		P4		Bed side teaching	OSCE	Ward	10%
		Perform examination for carcinoma ovary		P4		Bed side teaching	OSCE	Ward, skill lab	10%
Professionalism and role model		Breaking bad news about carcinoma ovary			A1-A5	Role play	OSCE	Lecture room	5%
		Communicate with patient the management plan, its complications and prognosis			A1-A5	Role play	OSCE	Lecture room	5%
Community health promotor		Enhance awareness in community regarding screening for ovarian carcinoma		P3		TBL	Port folio	OPD, Ward	5%
								Total	100%

Week 4 - Time Table

(Final Year MBBS)

Module: Reproductive Health

Theme: Pelvic Mass

Weekday	8:00 – 10:00 AM	10:00 – 11:00 AM	11:00 – 12:00PAM	12:00PAM – 12:30 PM	12:30 PM – 1:30 PM	1:30 PM – 2:30 PM
Monday	Pelvic Mass PBL 1	Epidemiology / Clinical features/Risk factor/Types of Fibroid (LGF)	SDL	B R E A K	History Taking and Examination (Ward Activity)	
Tuesday	Investigation and Management of Fibroid (SGD)	Definition, Epidemiology and presentation of Endometrial Polyp (LGF)	SDL		Myomectomy Procedure (OT)	
Wednesday	Classification, Pathophysiology of carcinoma ovary	Role of Imaging in Diagnosis of Ovarian Tumour (SGD)	SDL		Hysteroscopic removal of Polyp (Skill Lab Simulation)	
Thursday	Etiology, Risk factors and Pathology of Endometrial Carcinoma (Lecture)	FIGO staging and Clinical presentation of Endometrial CA (SGD)	SDL		Procedure of taking endometrial sampling (OT)	
Friday	Investigation and Management of Endometrial CA (LGF)	Breaking Bad News (Role Play)	Counselling (Video)		Half Day	

Module Reproductive Health

11:Theme: Urogynaecology/ prolapse of Pelvic Viscera

Table of specification

Theme 11.1:Urinary incontinence

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Urodynamic Incontinence of urine	Define and enlist the causes of urinary incontinence	C1			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Describe the pelvic floor anatomy	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Interpret urodynamic investigations	C2			Lecture	MCQs	Lecture Hall / Demo Room	
		Formulate the management of urinary incontinence	C6			SGD	SEQs	Demo Room	10%
Skilful		Observe the procedure of cytometry		P1		CBL	OSCE	OPD	5%
Professionalism and role model		Communicate ethically about diagnosis of urinary incontinence			A	Role play	OSCE	OPD/Bedside/Demo room	10%
		Council about diagnosis of urinary incontinence			A	Role play	OSCE	OPD/Bedside	10%
Researcher		Participate in data collection for research		P2		TBL	Work place based	Field work	10%
Leadership		Organize free camps for creating awareness regarding urinary incontinence			A	TBL	Work place based	Field work	10%
								Total	100%

Table of specification

Theme 11.2- Pelvic Organ Prolapse

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age	
			Cognitive	Psychomotor	Affective					
Knowledgeable	Pelvic organ prolapse	Describe the pelvic floor anatomy	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%	
		Define and enlist the causes of pelvic organ prolapse	C1			SGD	MCQs / SEQs	Demo Room		
		Discuss the types of pelvic organ prolapse	C2			SGD	MCQs / SEQs	Demo Room	5%	
Skilful		Discuss the management of pelvic organ prolapse	C6			SGD	SEQs	Demo Room	5%	
		Perform examination on patient with prolapse		P2		TBL	OSCE	OPD	5%	
		Observe the procedure of vaginal hysterectomy		P1		CBL	OSCE	Bedside / OPD	10%	
Professionalism and role model		Council about diagnosis of urogenital prolapse				A	Role play	OSCE	OPD/Bed side	10%
		Researcher	Participate in data collection for research		P2		TBL	Work place based	Field work	10%

Leadership		Organize free camps for creating awareness regarding Urogenital prolapse			A	TBL	Work place based	Field work	10%
								Total	100%

Table of specification- Theme 11.3 Disorders of Puberty:

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Puberty and its problems	Discuss normal pubertal development	C3			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Discuss the causes and management of Precocious puberty	C3			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Discuss the causes and management of Delayed puberty	C3			Lecture	MCQs	Lecture Hall / Demo Room	
Skilful		Observe the Examination of a patient with precocious puberty		P1		CBL	OSCE	OPD	5%
Professionalism and role model		Communicate ethically about diagnosis of precocious puberty			A	Role play	OSCE	OPD / Bedside / Demo room	10%
Researcher		Participate in data collection for research		P2		TBL	Work place based	Field work	10%

Leadership		Organize free camps for creating awareness regarding problems of puberty			A	TBL	Work place based	Field work	10%
								Total	100%

Week 5 - Time

Theme 11: incontinence of urine/ something coming out of vagina

Weekday	8:00 – 10:00 AM	10:00 – 11:00 AM	11:00 – 12:00PM	12:00PM – 12:30 PM	12:30 PM – 1:30 PM	1:30 PM – 2:30 PM
Monday	Define and enlist the causes of urinary incontinence and Interpret urodynamic investigations PBL 1	Discuss the management of pelvic organ prolapse (LGF)	SDL	B R E A K	History Taking and Examination (Ward Activity)	
Tuesday	Describe the pelvic floor anatomy (LGF)	Observe the procedure of cytometry (Skill lab)	SDL		Participate in data collection for research (Field work)	
Wednesday	Formulate the management of urinary incontinence (Lecture)	Observe the procedure of vaginal hysterectomy (OT)	Council about diagnosis of urinary incontinence (Role play)		Organize free camps for creating awareness regarding urinary incontinence (Field work)	
Thursday	Define and enlist the causes of pelvic organ prolapse (LGF)	Discuss the types of pelvic organ prolapse(SGD)	Communicate ethically about diagnosis (Role Play)		Procedure of taking endometrial sampling (OT)	
Friday	Discuss normal pubertal development	Discuss the causes and management of Precocious puberty/Delayed puberty (lecture)	SDL		Half Day	

12: Theme: infertility and contraception:12.1Table of Specification for Subfertility/failure to conceive

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
			Cognitive	Psychomotor	Affective				
		Define subfertility	C1			SGD	SEQs	Demo Room	10%
		Outline the causes of subfertility	C1			SGD	MCQs / SEQs	Demo Room	
		Interpret the investigations of subfertility	C5			SGD	MCQs / SEQs	Demo Room	5%
		Discuss the management of subfertility	C6			SGD	SEQs	Demo Room	5%
		Observe the procedure of hysterosalpingography		P1		CBL	OSCE	OPD	10%
Professionalism and role model		Communicate ethically about diagnosis of subfertility			A	Role play	OSCE	OPD / Bedside / Demo room	10%
Researcher		Participate in data collection for research		P2		TBL	Work place based	Field work	10%
Leadership		Organize free camps for creating awareness regarding subfertility			A	TBL	Work place based	Field work	10%

12.2 Table of Specification for Contraception:

Competency	Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
			Cognitive	Psychomotor	Affective				
Knowledgeable	Contraception	Define and enlist the types of contraceptive methods	C1			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Discuss the indications/contraindications of contraception	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	10%
		Explain the contraception in specific conditions	C3			Lecture	MCQs	Lecture Hall / Demo Room	
Skilful		Observe different methods of contraception		P1		CBL	OSCE	Family planning centre	5%
		Observe the steps of tubal ligation		P1		TBL	OSCE	OPD	5%
		Counsel about contraindications of OCPs			A	Role play	OSCE	OPD / Bedside	10%
Researcher		Participate in data collection for research		P2		TBL	Work place based	Field work	10%
Leadership	Organize free camps for creating awareness regarding contraception			A	TBL	Work place based	Field work	10%	

Week 6 - Time Table:

Theme 12: Failure to conceive and birth control

Weekday	8:00 – 10:00 AM	10:00 – 11:00 AM	11:00 – 12:00PAM	12:00PAM – 12:30 PM	12:30 PM – 1:30 PM	1:30 PM – 2:30 PM
Monday	Define and enlist the causes of subfertility PBL 1	Interpret the investigations of subfertility (LGF)	SDL	B R E A K	History Taking and Examination (Ward Activity)	
Tuesday	Discuss the management of subfertility (LGF)	Observe the procedure hysterosalpingography (Skill lab)	SDL		Communicate ethically about diagnosis of subfertility (Role play)	
Wednesday	Define and enlist the types of contraceptive methods (LGF)	Discuss the indications/contraindications of contraception (SGD)	SDL		Organize free camps for creating awareness regarding contraception (Field work)	
Thursday	Explain the contraception in specific conditions (Lecture)	Observe the steps of tubal ligation (OT)	SDL		Participate in data collection for research (Field work)	
	Council about contraindications of OCP(LGF)	Observe different methods of contraception (family planning center)	SDL		Half Day	



Obstetrics:

The portion of obstetrics is taught in 4th year. There is weekly class of 4th year in college premises through Out academic session. There are three faculty members nominated for this purpose who take weekly classes in the form of lectures. Themes of obstetrics are as follows:

1. Basic maternal physiology
2. Normal pregnancy
3. Early pregnancy problems
4. Maternal Medicine
5. Fetal Medicine
6. Birth
7. Post natal care

Topic Distribution among Faculty Members: Venue: lecture hall KGMC

S.NO	Name of topic	
1.	Obstetric history & examination	Dr. Nasreen Kishwar
2.	Maternal physiology	
3.	The placenta & fetal membranes	
4.	Normal fetal development and growth	
5.	Pre conception counselling	
6.	Antenatal care	
7.	Antenatal screening	
8.	Hypertensive disorder of pregnancy	
9.	Heart diseases in pregnancy	
10.	Diabetes in Pregnancy	
11.	Renal diseases	Dr. Madiha Iqbal
12.	Anemia in pregnancy	
13.	Liver diseases in pregnancy	
14.	Thyroid diseases in pregnancy	
15.	Psychiatric problems in pregnancy and post partum	
16.	Abnormal fetal growth	
17.	Fetal anomalies	
18.	Multiple pregnancy	
19.	Post term pregnancy	
20.	Intra uterine fetal death	
21.	Ante partum hemorrhage	

22.	Breech presentation	Dr. Sadia Shamsher
23.	Induction and augmentation of labour	
24.	Preterm labour	
25.	Postpartum haemorrhage	
26.	Analgesia, anesthesia during labour & C/S	
27.	Cesarean section	
28.	Prolactin & lactation	
29.	Neonatal care	
30.	Perinatal and maternal epidemiology and statistics	

1. Normal physiology of pregnancy: TABLE OF SPECIFICATON- NORMAL MATERNAL PHYSIOLOGY OF PREGNANCY

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Normal Maternal Physiology during pregnancy	Describe the normal physiological changes occurring in the cardiovascular system during the course of an uncomplicated pregnancy especially with respect to Plasma Volume & Cardiac Output	C2			Lecture	MCQs/ SEQs	Lecture Hall/ Demo Room	
	Discuss the alternations in the following lung volume associated with the normal human pregnancy <ol style="list-style-type: none"> 1. Tidal Volume 2. Residual Volume 3. Force Expiratory Volume 4. Peak Expiratory Flow Rate 5. Respiratory Rate 	C2			Lecture	MCQs/ MEQs/SEQs	Lecture Hall/ Demo Room	

TABLE OF SPECIFICATON- PLACENTA & FETAL MEMBRANES

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Placenta & Fetal Membranes	Explain the mechanism underline the rightward shift of oxyhemoglobin dissociation curve. Also state the significance it has upon the fetus	C1+C2			Lecture	MCQs/ SEQs	Lecture Hall/ Demo Room	
	Summarize the alterations in various pro-coagulant & anti-coagulant factors making pregnancy a procoagulant state	C2			Lecture	MCQs/ SEQs	Lecture Hall/ Demo Room	
	List the layer of chorion laeve starting from the fetal to maternal side	C1			Lecture	MCQs/ SEQs	Lecture Hall/ Demo Room	

TABLE OF SPECIFICATIONS – MATERNAL PELVIS & FETAL SKULL

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
MATERNAL PELVIS	Describe maternal pelvis& its various types	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	
	Describe synclitism, asnclytism, high &low assimilated pelvis	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	
	Compare various types of maternal pelvis for their clinical significance	C4			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	
	Describe fetal skull, its diameters	C3			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	
	Compare various presenting diameters & their obstetrical significance	C4			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	
	Demonstration on models of maternal pelvis, Boundaries & diameters of <ul style="list-style-type: none"> • Pelvic inlet • Pelvic cavity • Pelvic outlet 		P4		VIDEOS Skill lab demonstration SGD	OSCE	Skill lab	
	Demonstration on models of baby skull transverse &longitudinal diameters &their clinical significance		P4		VIDEOS Skill lab demonstration SDG	OSCE	Skill lab	
	Communication with patient in confident & respect full manner			A2		Mini-cex	OPD ward	

2. Early pregnancy problems: TABLE OF SPECIFICATON- SPONTANEOUS MISCARRIAGE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Spontaneous Miscarriages	Define spontaneous miscarriages	C1			Lecture	MCQs/ SEQs	Lecture Hall/ Demo Room	
	List the causes of mis-carriages trimester wise.	C1			Lecture	MCQs/ SEQs	Lecture Hall/ Demo Room	
	State criteria for the diagnosis of miscarriages	C1			Lecture/OPD	MCQs/ SEQs	Lecture Hall/ Demo Room/OPD	
	Perform history taking on a patient presenting with pain and bleeding at a gestational age of 20 weeks		P4		OPD	MiniClinical Exercise	OPD/Ward	
	Compare various management options for spontaneous mis-carriage taking into account factors pertain to the patient	C6			Lecture/OPD	MCQs/ SEQs	Lecture Hall/ Demo Room/OPD	
	Counsel a patient with miscarriage		P3		OPD	Mini-Clinical Exercise	OPD/Labour Ward	

TABLE OF SPECIFICATON- RECURRENT MISCARRIAGE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Recurrent Miscarriage	Define the current miscarriage	C1			Lecture	MCQs/SEQs	Lecture Hall/Demo Room	
	Enlist the causes of the current miscarriages	C1			Lecture	MCQs/SEQs	OPD/Demo Room/Lecture Hall	
	Counsel a patient with recurrent miscarriage and be empathetic to patient's concerns and treat them politely			A4	Role Play	OSCE	OPD	
	Formulate an investigation plan for a patient presenting to you with recurrent miscarriage	C6			Lecture/OPD	MCQs/ SEQs	Lecture Hall/ Demo Room/OPD	

TABLE OF SPECIFICATON- GESTATIONAL TROPHOBLASTIC DISEASE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Gestational Trophoblastic disease	Classify Gestational Trophoblastic Tumours	C2			Lecture	MCQs/ SEQs	Lecture Hall/Demo Room	
	State the criteria for initiating chemotherapy in patients' gestational trophoblastic tumours	C1			Lecture	MCQs/SEQs	Lecture Hall/Demo Room	
	Develop a management low risk disease group patient		P4		Lecture/Demo Ward	MCQs/SEQ/Mini-Clinical Exercise	Ward/Lecture Hall	
	Formulate a follow-up plan for patients GTD in a clear and logical way	C6			Lecture/OPD	MCQs/ SEQs	Lecture Hall/ Demo Room/OPD	

TABLE OF SPECIFICATON- ECTOPIC PREGNANCY

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Ectopic Pregnancy	Define ectopic pregnancy	C1			Lecture/Demo	MCQs/ SEQs	Lecture Hall/Demo Room	10%
	Enumerate the various possible sites of ectopic pregnancy.m most common to the least common	C1			Lecture	MCQs/SEQs	Lecture Hall/Demo Room	15%
	Recall the risk factors for ectopic pregnancy	C1			Lecture	MCQs/SEQs	Demo Room/Lecture Hall	15%
	Clinically assess a patient presenting to you with a suspected ectopic pregnancy		P2		Videos/Demo/OPD	Mini-Clinical Exercise	OPD/Ward/Labour Ward	20%

TABLE OF SPECIFICATON- ECTOPIC PREGNANCY

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
	Evaluate and compare various management options for the treatment of ectopic pregnancy	C4			Lecture	MCQs/ SEQs	Lecture Hall/Demo Room	15%
	Observe the various steps of resuscitation of a collapsed patient with ruptured to ectopic pregnancy		P1		Labour Room	OSCE	Labour Ward	15%
	Participate in the resuscitation of ruptured ectopic pregnancy patient under supervision (Airway, I/V Line, Catheterization, O ₂ Inhalation, Proper positioning of the patient)		P2		Labour Room	OSCE	Labour Ward	10%

3. Maternal Medicine: TABLE OF SPECIFICATIONS – ANTENATAL CARE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Ante natal care	Define ante natal care	C1			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	5%
	Describe the types of antenatal care	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	5%
	Describe schedule of antenatal care	C2			Lecture	MCQs/ SEQs	Lecture Hall / Demo Room	
	Describe the standard antenatal visit plan of an uncomplicated pregnancy(3)	C3			Lecture	MCQs/ SEQs	Lecture Hall / Demo Room	10%
	Describe screening pre-requisites & protocol during pregnancy (3)	C4			Lecture	MCQs/ SEQs	Lecture Hall / Demo Room	15%
	Formulate antenatal care plan of normal pregnancy in a clear and logical way and make a clear record in the case notes	C6			Lecture	MCQs/ SEQs	Lecture Hall / Demo Room	10%
	Perform an abdominal examination in women during pregnancy (early pregnancy, pregnant over 20 weeks) and recognise normal findings and common abnormalities. Perform an abdominal examination in non-pregnant women. .		P2		VIDEOS OPD Demonstration	Mini-Cex	OPD Ward	15%
	To perform obstetrical examination on antenatal patient Leopold’s manoeuvre’s Fundal height measurement Fifth palpable of fetal head		P2		VIDEOS OPD demonstration	Mini-Cex	OPD Ward	15%
	Fetal heart sound auscultation via stethoscope, sonicaid.		P2			Mini-cex	OPD Ward	10%
	Communication with patient in confident & respect full manner					Mini-cex	OPD Ward	15%

TABLE OF SPECIFICATIONS – MATERNAL MEDICINE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Medical complications of pregnancy	Describe the importance of medical conditions in pregnancy in relation to maternal and infant health	C2			Lecture	MCQs, SEQs	HMC Demonstration room	15%
	Demonstrate the impact of common medical conditions such as kidney disease, cardiac disease and diabetes on pregnancy.	C3			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Analyse the contribution of maternal medical disease to maternal mortality.	C4			SGD	MCQs, SEQs	HMC Demonstration room	15%
	Observe the formulation of a multidisciplinary management plan		P1		Skill Lab Simulator	OSCE	KGMC Skill Lab	20%
	Perform general physical examination under supervision		P3		Skill Lab Simulator	OSCE	KGMC Skill Lab	15%
	Appreciate the importance of counselling and its impact on improving pregnancy outcomes			A1	Role play	OSCE	Labour Ward	15%

TABLE OF SPECIFICATIONS – MATERNAL MEDICINE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
HDP	Define hypertension & classify HDP	C2			Lecture	MCQs / SEQs	Lecture Hall / Demo Room	15%
	Outline the pathophysiology & risk factors of pre-eclampsia	C4			Lecture	MCQs/ SEQs	Lecture Hall / Demo Room	20%
	Develop management plan for pre-eclampsia	C5			Lecture	MCQs/ SEQs	Lecture Hall / Demo Room	20%
	Should be able to Prepare I/V solutions of Inj MgSO4 Inj Labetalol Inj hydralazine		P4		Skill Lab simulator	OSCE	Skill lab Labour room	15%
	Should be able to demonstrate administration of these solutions		P4		Skill Lab simulator	OSCE	Skill lab Labour room	15%
	Conduct pre-pregnancy counselling of patients with hypertensive disorders			A4	Videos / Group discussion	Role play	Lecture Hall Demonstration room	15%

4. Foetal Medicine: **TABLE OF SPECIFICATIONS – FETAL MEDICINE**

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Fetal growth restriction	Define fetal growth restriction.	C1			Lecture	MCQs, SEQs	HMC Demonstration room	15%
	Identify FGR etiology, pathology.	C2			Lecture	MCQs, SEQs	HMC Demonstration room	15%
	Illustrate FGR, symptoms and signs	C3			Lecture	MCQs, SEQs	HMC Demonstration room	15%
	Interpret the different investigations needed for FGR	C4			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Practice the interpretation of CTG findings in FGR babies		P3		Labour room	OSCE	Labour Ward	15%
	Observe the counselling of a patient and Doctor on prevention of FGR babies.			A	Role play	OSCE	HMC Demonstration room	20%

TABLE OF SPECIFICATIONS – FETAL MEDICINE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Multiple pregnancy	Define Multiple pregnancy	C1			Lecture	MCQs, SEQs	HMC Demonstration room	10%
	Discuss risk factors for multiple pregnancy	C2			Lecture	MCQs, SEQs	HMC Demonstration room	15%
	Interpret the complications that occur in multiple pregnancy	C3			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Appraise the antenatal care of woman with multiple pregnancy	C6			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Perform the delivery of twin pregnancy under supervision		P3		Labour room	OSCE	Labour Ward	20%
	Observe the counselling of a Doctor and patient regarding postnatal care of the mother and babies.			A	Role play	OSCE	HMC Demonstration room	15%

TABLE OF SPECIFICATIONS – FETAL MEDICINE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Assessment of fetal wellbeing	Discuss common modes of fetal surveillance	C2			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Distinguish fetal heart rate tracing into one of three categories.	C4			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Interpret fetal heart tracing, baseline, variability, accelerations, decelerations	C3			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Practice the interpretation of CTG, BPP and ultrasound under supervision		P3		SGD	OSCE	Labour Ward	20%
	Notice the discussion between Doctor and patient while disclosing the result of these investigations.			A3	Role play	OSCE	HMC Demonstration room	20%

5. Birth:

TABLE OF SPECIFICATIONS – BIRTH

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Labour	Define labour and delivery	C1			Lecture	MCQs, SEQs	HMC Demonstration room	5%
	Describe maternal and fetal anatomy relevant to labour and delivery	C2			Lecture	MCQs, SEQs	HMC Demonstration room	10%
	Illustrate physiological principles of labour and delivery	C3			Lecture	MCQs, SEQs	HMC Demonstration room	10%
	Specify the contributors to normal labour and its management	C5			Lecture	MCQs, SEQs	HMC Demonstration room	10%
	Observe the different stages of labour		P1		Skill Lab Simulator	OSCE	KGMC Skill Lab	10%
	Assist the different stages of labour in labour ward		P2		Skill Lab Simulator	OSCE	KGMC Skill Lab	10%
	Perform the different stages of labour under supervision		P3		Skill Lab Simulator	OSCE	KGMC Skill Lab	10%
	Perform different stages of labour independently		P4		Skill Lab Simulator	OSCE	KGMC Skill Lab	10%
	Listen communication between doctor and patients, including explanation of the condition, treatment options and complication of treatment.			A1	Role play	OSCE	Labour Ward	5%
	Respect for social and religious differences in attitudes to child birth			A3	Role play	OSCE	Labour Ward	10%
Be emphatic to patient's concerns and treat them politely.			A4	Role play	OSCE	Labour Ward	10%	

TABLE OF SPECIFICATIONS – BIRTH

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Obstetric emergencies	Discuss the common obstetric emergencies	C2			Lecture	MCQs, SEQs	HMC Demonstration room	10%
	Illustrate the risk factors for obstetric emergencies	C3			Lecture	MCQs, SEQs	HMC Demonstration room	15%
	Distinguish the early warning signs in obstetric emergencies	C4			Lecture	MCQs, SEQs	HMC Demonstration room	15%
	Evaluate the step wise approach in management of common obstetric emergencies	C6			Lecture	MCQs, SEQs	HMC Demonstration room	20%
	Observe the different steps of resuscitation of collapsed patient		P1		Labour room	OSCE	Labour Ward	10%
	Participate in the resuscitation of eclampsia patient under supervision; Airway, I/V line, catheterization, drug preparation, O ₂ inhalation and proper positioning of the patient.		P2		Labour room	OSCE	Labour Ward	20%
	Awareness on the use of multidisciplinary clinic			A	Role play	OSCE	HMC Demonstration room	10%

20%

TABLE OF SPECIFICATIONS – BIRTH

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Preterm Labour	Define preterm Labour	C1			Lecture	MCQs, SEQs	HMC Demonstration room	
	Discuss causes of preterm Labour	C2			Lecture	MCQs, SEQs	HMC Demonstration room	
	Describe the management of preterm labour	C2			Lecture	MCQs, SEQs	HMC Demonstration room	
	Observe the steps of Kangaroo mother care for preterm babies		P1		Labour room	OSCE	Labour Ward	
	Awareness about the importance of Kangaroo mother care			A	Role play	OSCE	HMC Demonstration room	
	Communicate clearly and effectively the importance of breast feeding			A	Role play	OSCE	HMC Demonstration room	

TABLE OF SPECIFICATIONS – BIRTH

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Operative delivery	Explain perinatal tear repair	C2			Lecture	MCQs, SEQs	HMC Demonstration room	
	Discuss the indications, contraindications, procedure and complications of instrumental delivery with ventouse or forceps.	C2			Lecture	MCQs, SEQs	HMC Demonstration room	
	Categorize different types of caesarean section	C4			Lecture	MCQs, SEQs	HMC Demonstration room	
	Organize the concept of risk management in relation to operative delivery.	C5			Lecture	MCQs, SEQs	HMC Demonstration room	
	Observe the steps of operative delivery		P1		Labour room	OSCE	Labour Ward	
	Perform vacuum delivery under supervision		P2		Labour room	OSCE	Labour Ward	
	Observe the communication between Doctor and patient including explanation of the condition, procedure and complications			A	Role play	OSCE	HMC Demonstration room	
	Be aware of guidelines and pathways of care			A2	Role play	OSCE	HMC Demonstration room	

6. Post Natal care:

TABLE OF SPECIFICATIONS – POSTNATAL CARE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Puerperium and lactation	Describe the physiological changes that occur in the normal puerperium	C2			Lecture	MCQs, SEQs	HMC Demonstration room	
	Illustrate the common disorders of puerperium	C3			Lecture	MCQs, SEQs	HMC Demonstration room	
	Explain the process of breast feeding	C5			Lecture	MCQs, SEQs	HMC Demonstration room	
	Measure and manage common postpartum psychiatric disorders	C6			Lecture	MCQs, SEQs	HMC Demonstration room	
	Observe the key issues in the management of breast feeding related pathology		P1		Labour room	OSCE	Labour Ward	
	Awareness of breast feeding initiatives			A	Role play	OSCE	HMC Demonstration room	

TABLE OF SPECIFICATIONS – POSTNATAL CARE

Content	Learning Objective	Learning Domain			MIT	Assessment Strategy	Venue	%age
		Cognitive	Psychomotor	Affective				
Neonate	Identify the unique features of new born babies	C1			Lecture	MCQs, SEQs	HMC Demonstration room	
	Describe the common neonatal problems	C2			Lecture	MCQs, SEQs	HMC Demonstration room	
	Observe the immediate assessment and resuscitation of the neonate.		P1		Labour room	OSCE	Labour Ward	
	Awareness of the importance of liaison with the neonatal team			A	Role play	OSCE	HMC Demonstration room	

Final year teaching schedule themewise: (6 weeks).

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
Week 1	Theme : P/V Bleeding in Pregnancy			
	Monday	ORIENTATIN SESSION(HOD & Faculty) Placenta Previa Dr. Samiya Zahid Aman Gynae____ Demo Room (SGD)Multimedia)	Abruption Dr. Sadia Ali Gynae____ Demo Room	Reinforcement classes Placenta Previa Abruption Lecture / Multimedia
	Tuesday	Miscarriage Dr. Naeema Uthman Gynae____ Demo Room Interactive lecture (Multimedia)	H. Mole Dr. Robina Akhtar Gynae____ Demo Room	Miscarriage H. Mole Lecture / Multimedia
	Wednesda y	PPH (Primary) Dr. Bushra Rauf Gynae____ Demo Room (SGD)Multimedia)	PPH (Secondary) / Retained Placenta Dr. Shazia Khattak Gynae____ Demo room SGD	PPH (Primary) PPH (Secondary) / Retained Placenta Lecture / Multimedia
	Theme: Abdominal Pain in Pregnancy			
Thursday	Ectopic Pregnancy Dr Shamshad Begum Gynae____ Demo Room SGD	Pre- term Labour Dr. Rukhsana Karim Gynae____ Demo Room	Ectopic Pregnancy Pre- term Labour Lecture / Multimedia	

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
	Friday	Acute Abd. Pain (Cyst, Appendicitis, UTI, Fibroid) Dr. Ghazala Shams Gynae_____ Demo Room SGD	IUD Dr. Rabia Sadaf Gynae_____ Demo Room	Acute Abd. Pain (Cyst, Appendicitis, UTI, Fibroid) Pyrexia in pregnancy Lecture / Multimedia

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
Week 2	Theme: Vaginal Discharges			
	Monday	PROM / PRE Prom Prof. Dr. Samia Zahid Aman Gynae_____ Demo Room (SGD)Multimedia)	Oligohydramnios Dr. Sadia Ali Gynae_____ Lecture room	PROM / PRE Prom Oligohydramnios
	Tuesday	Vaginal Infection Prof. Dr. Naeema Utman Gynae_____ Demo Room	STD's Dr. Robina Akhtar Gynae_____ Lecture room	Vaginal Infection STD's
	Theme:- Anomalies of genital tract / Surgical procedure			
Wednesday	Surgical Procedure Prof. Dr. Bushra Rauf Gynae -----lecture room	Normal anatomy of female genital tract + Anomalies of genital tract Dr. Shazia Khattak	Surgical Procedure Normal anatomy of female genital tract+	

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
		SDL Partially SGD, OT Teaching	Gynae_____ Skill Lab / SGD	Anomalies of genital tract Demo Room / Models Skill labs.
Theme: Headache / fits / wt gain / body swelling				
	Thursday	PIH/ PE Prof. Dr. Shamshad Begum Gynae A Lecture room Interactive session	Eclampsia Dr. Rukhsana Karim Gynae_____ Bed side teaching	PIH/ PE Eclampsia Lecture
	Friday	Epilepsy Dr. Ghazala Shams Gynae_____ Lecture room SDL	Diabetes in Pregnancy Dr. Rabia Sadaf Gynae_____ Bed side teaching	Epilepsy Thyroid disorder Lecture

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
Week 3	Theme: Mass Abdomen			
	Monday	Imagining in Gynae Prof. Dr. Samia Zahid Aman Gynae____ Demo room ½ SDL , ½ Imaging class	Benign Ovanan cyst / adnexal Mass Dr. Sadia Ali Gynae____ Demo room SGD	Imagining in Gynae Benign Ovanan cyst / adnexal Mass Skill Lab
	Tuesday	Malignant ovanan cyst Prof. Dr.Naeema Utman Gynae____ Demo Room Lecture Interactive	Fibroid Dr. Robina AKhtar Gynae____ Demo room SGD	Malignant ovanan cyst Fibroid Models, Case Discussion
	Theme: Irregular Menstrual Bleeding			
	Wednesday	Normal Menstrual Cycle Prof. Dr. Bushra Rauf Gynae____ Demo room Interactive session	Premalignant gynecological cancer screening Dr. Shazia Khattak Gynae____ Demo room	Premalignant gynecological cancer screening Normal Menstrual Cycle Interactive session
	Thursday	AUB / HMB Prof. Dr. Shamshad Begum SGD (Interactive)	Ca. Cervix Dr. Rukhsana Karim Gynae____ Demo room SGD	AUB / HMB Ca. Cervix Bed side teaching

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
	Friday	Amenorrhea / PCOS Dr. Ghazala Shams Gynae____ Demo room SGD	Physiological features of Puberty / Adolescence Dr. Rabia Sadaf Gynae____ Demo room Lecture Interactive	Amenorrhea / PCOS Post Menopausal bleeding/ca Endometrium Lecture

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
Week 4	Theme Failure to conceive and birth control			
	Monday	Female Sub fertility Prof. Dr. Samia Zahid Aman Gynae____ Demo room SGD	Male Sub fertility Dr. Sadia Ali SDL	Female Sub fertility Male Sub fertility
	Tuesday	Female / Male Sterilization / Contraception Prof. Dr. Naeema Utman Gynae____ Demo room SGD	Vital Statistic Dr. Robina AKhtar Gynae Demonstration room SGD	Female / Male Sterilization / Contraception Vital Statistic OT/ Family Planning session
	Theme: Vaginal Mass / Pressure Symptoms / Something coming out of vagina			

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
	Wednesday	Pelvic floor anatomy Prof. Dr. Bushra Rauf Skill Lab	Utero vaginal prolapse + Vulval & vaginal Masses Dr. Shazia Khattak Gynae____ Lecture room	Pelvic floor anatomy Utero vaginal prolapse + Vulval & vaginal Masses MODELS / Skill Lab
Theme:- Pain Abdomin				
	Thursday	Dysmenorrhea Prof. Dr. Shamshad Begum Gynae____ Demo room Lecture	Chronic pelvic pain Dr. Rukhsana Karim Gynae____ Lecture room	Dysmenorrhea Chronic pelvic pain Lecture Demo room
	Friday	Endometriosis / Ademonyosis Ghazala Shams Gynae____ Demo room	Anemia in Pregnancy + Thalassemia Dr. Rabia Sadaf Gynae____ Demonstration room	Endometriosis / Ademonyosis PID Lecture Demo room

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
	Theme: Abdominal Distention in Pregnancy			

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
Week 5	Monday	Multiple Pregnancy Prof. Dr. Samia Zahid Aman Bed side teaching SGD	Polyhydramnios Dr. Sadia Ali Gynae____ Lecture room SGD	Multiple Pregnancy Polyhydramnios Demo Room
	Theme: Mood/Behavioural Changes			
	Tuesday	Menopause / HRT Prof. Naeema Utman Gynae____ demo room Lecture	Psychosis in pregnancy Dr. Robina AKhtar Seminar	Menopause / HRT Psychosis in pregnancy Bed side teaching
	Wednesday	Hyper emesis Prof. Dr. Bushra Rauf Gynae____ Lecture room Lecture	Counseling session Dr. Shazia Khattak Gynae____ Lecture room SGD	Hyper emesis Counseling session
	Theme:- Involuntary loss of urine /faeces			
	Thursday	Urodynamic studies Prof. Dr. Shamshad Begum Gynae____ Demo room SGD	Incontinence of urine Dr. Rukhsana Karim _ Gynae____ Lecture room SGD	Urodynamic studies Incontinence of urine Skill lab
	Friday	True incontinence / VVF Dr. Ghazala Shams Gynae____ Lecture room SGD	Early Pregnancy symptoms /Antenatal care Dr. Rabia Sadaf Gynae____ Lecture room	True incontinence / VVF Faecal incontinence (3 rd /4 th degree perineal tear) SGD

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
Week 6	Theme: Birth / Labour events			
	Monday	Normal Labour Prof. Dr. Samia Zahid Aman Labour room ward skills	Abnormal Labour Dr. Sadia Ali Gynae____ Demo room SGD	Normal Labour Abnormal Labour Labour Ward
	Tuesday	Instrumental Delivery Prof. Dr. Naeema Utman Gynae____ Lecture room	CTG / Fetal Distress & fetal monitoring Dr. Robina Khattak Gynae____ Demo room	Instrumental Delivery CTG / Fetal Distress in fetal monitoring Drills
	Wednesday	Abnormal Presentation (Breech / Face / OP) Prof. Dr. Bushra Rauf Gynae____ Lecture room	Minor problem of new born Dr. Shazia Khattak TBL	Abnormal Presentation (Breech / Face / OP) Minor problem of new born TBL
	Theme: Congenital Anomalies			
	Thursday	Role of Ultrasound in obstetrics Prof. Dr. Shamshad Begum Gynae____ Lecture room	Fetal congenital anomalies Dr. Rukhsana Karim Lecture CBL	Role of Ultrasound in obstetrics Fetal congenital anomalies SGD

S. No	DAY/ DATE	SESSION -1 8:00 To 11:00 HRS	SESSION -2 1100 -1400 HRS	Evening Class 1500- 1700hrs
	Friday	Chromosomal anomalies / Down syndromes Dr. Ghazala Shams Gynae_____ Lecture room	TORCH Dr. Rabia Sadaf Discussions	Chromosomal anomalies / Down syndromes Hydropes Fetalis / Rh incompatibility Lecture

4th Year Classes Roster for Gynae A, B & C

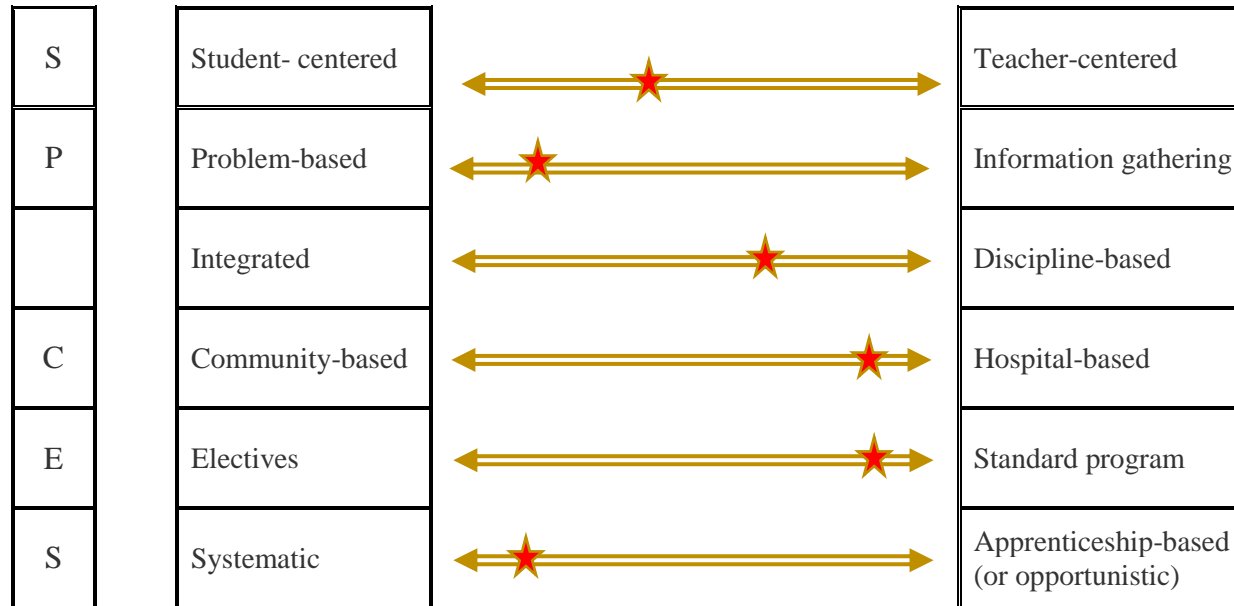
(Two weeks' time table of clinical Sessions)

	Days	TEACHER	VENUE	TOPIC
	Monday	Dr. Madiha Iqbal	Gynae B	Polyhydramnios, Oligohydramnios, Liver Disorder, Renal Disorder SGD
	Tuesday	Dr. Shazia Khattak	Gynae C	Breech Presentation, Cardiac Disease, Thyroid Disorder, IUD Skill Lab (SGD)
	Wednesday	Dr. Rukhsana Karim	Gynae A	Anemia, Diabetes, Premature Rupture of membrane IUGR SGD
	Monday	Dr. Robina	Gynae B	Multiple gestation puerperal pyrexia C/Section SGD
	Tuesday	Dr. Nasreen	Gynae C	RH incompatibility obstetric shock, fetal monitoring Lecture Demo Room
	Wednesday	Dr. Sadia Ali	Gynae A	Shoulder Dystocia cord prolapse stages & mechanism of labour (Dummy)
	Thursday	Observation of obstetric procedure in Gynae OT (Teaching)		

		operation theatres)
	Friday	History taking of obstetric patient + examination and management with consultant supervision(OPD) SGD.

(PROF: DR. SHAMSHAD BEGUM)
Head of Gynae Department
MTI/KGMC/HMC Peshawar

SPICES Model



9 List of Reference books:

Obstetrics and Gynaecology:

1. Obstetrics by Ten Teachers, Louise C. Kenny, Jenny E. Myers.
2. Gynaecology by Ten Teachers, Louise Kenny, Helen Bickerstaff.
3. Fundamentals of Gynaecology. Dr Arshad Chohan.
4. Textbook of Gynaecology, Rashid Latif Khan.
5. Essentials of obstetrics and gynaecology Neville F. Hacker, J.George Moore, and Joseph C. Gambone. 4thED.2004.

Clinical Examination:

1. Hutchinson's clinical methods, 23rd edition.
2. Macleod's clinical examination 13th edition.

Gross Anatomy:

1. Grant Atlas of anatomy Agur 12th edition 2019.
2. Last anatomy- regional and applied- Sinnatamby – 12th edition 2011.
3. K.L. Moore, Clinically Oriented Anatomy.

Embryology: .

1. Basic concepts of embryology- Sweeney 1st edition 1998.
2. Keith L. Moore. The developing human.
3. Langman's medical embryology.

Physiology:

1. Review of medical physiology by Ganong 24th edition 2012.
2. Textbook of medical physiology- Guyton Hall 12th edition 2012.
3. Essentials of medical physiology -Sembulingum 6th edition 2012.

Pharmacology:

1. Lipincott's illustrated reviews: pharmacology 6th edition 2014.
2. Basic and clinical pharmacology 10th edition by Bertram G. Katzung.

Biochemistry:

1. Textbook of biochemistry by M.N. Chatterjea 8th edition 2011.
2. Harper's illustrated biochemistry 27th edition.

Pathology:

1. Robbins and Cotran, pathologic basis of disease, 9th edition.
2. Rapid review of pathology, 4th edition by Edward F. Goljan MD.

Radiology:

1. Ultrasound, The requisites, William D. Middleton, Alfred B. Kurt, Barbara S. Hertzberg.
2. An imaging atlas of human anatomy, James Weir, Peter Abrahams: 5th Edition.

10 References

1. Stephen F Jennings. Personal development plans and self-directed learning for healthcare professionals: are they evidence based? Postgrad Med J 2007; 83: 518-24.
2. Harden RM, Laidlaw JM & Hesketh EA. AMEE Medical Education Guide, No.16. Study Guides: their use and preparation. Med Teach 1999; 21: 248-65.
3. Laidlaw JM, Hesketh EA, Harden RM. Study guides. In: Dent JA, Harden RM. A Practical Guide for Medical Teachers.3rd Ed. Edinburgh: Churchill Livingstone, 2009; pp 211-6.
4. Jenkins GA. The Use of Study Guides to Improve Learning Outcomes in Engineering Fluid Mechanics and Hydraulics. AaeE Conference Sydney, 2010.

