



# Learning Outcomes

## Y5B3

### Knowledge

- Diagnose patients with hematological, gastric, rheumatological and neurological problems.
- Diagnose patients with various surgical problems covered in this block.
- Diagnose, investigate and manage diseases affecting central & peripheral nervous system
- Suggest/ interpret appropriate investigations for those problems
- Rationalize treatment plan and if appropriate refer the patient for specialist opinion/management
- Discuss different presentations of acute and chronic abdomen
- Describe principles of surgical nutrition and those of laparoscopic/ roboticsurgery
- Diagnose, investigate and management of common pediatric syndrome, hematological, neurological and neonatal problems
- Recognize the clinical presentation of the most common pediatric cancers
- Investigate and manage pediatric endocrine cases.
- Plan management of cases of poisoning.
- Compare normal and abnormal development of female reproductive organs, pubertal changes & disorders of sexual differentiation.
- Summarize the use of imaging modalities (USG, MRI, CT scan ) in fetal assessment and gynecological problems.
- Discuss the management of common early pregnancy disorders and major obstetric hemorrhage.
- Appraise the impact of common medical conditions on maternal & fetal health.
- Categorize menstrual disorders/abnormal uterine bleeding and outline management plans specific to the cause

- Evaluate the impact of specific medical & antenatal obstetric complications on maternofetal health.
- Diagnose common gynecological conditions resulting in acute & chronic pelvic pain in women and devise their management plan
- Suggest preventive measures and treatment options for pelvic floor problems & climacteric period in women.
- Critically appraise the use of current contraceptive methods.

**Skill**

- Obtain and record a patient's history in a logical, organized, and thorough manner.
- Conduct a routine detailed clinical examination properly.
- Perform relevant procedures safely
- Present the relevant history and findings of physical examination in logical order verbally as well as in written form.
- Make an appropriate differential diagnosis list.
- Formulate a list of relevant investigations.
- Outline the basic management plan.
- Demonstrate monitoring of a patient undergoing surgery under different types of anesthesia
- Understand the principles of assessment and management of general and orthopaedic trauma
- Perform risk assessment and demonstrate ability to triage women to different patterns of antenatal care.
- Formulate differential /provisional diagnosis & suggest management plan for common obstetric & gynaecologic problems.
- Understands the principles, indications and preparation of patients for different imaging studies
- Perform routine examination of antenatal and postnatal women.
- Perform essential obstetric & gynaecologic procedural skills on model.

	<ul style="list-style-type: none"><li>• .Identify routine medical emergencies and react accordingly.</li><li>• Perform / describe basic medical procedure</li></ul>
<b>Attitude</b>	<ul style="list-style-type: none"><li>• Demonstrate the effective attitude towards the colleagues</li><li>• Demonstrate the right to consent and privacy of the patient.</li><li>• Analyze and address problems collaboratively.</li><li>• Show empathy and sympathy while examining the patient.</li><li>• Advice and consult appropriately with medical, nursing and other colleagues.</li><li>• Execute analytic, communicative and collaborative skills along with content knowledge</li><li>• Demonstrate a professional attitude, team building spirit and good communication skills.</li><li>• Display ethical &amp; appropriate behavior while dealing with the pediatric patient</li><li>• Demonstrate ethical, social &amp; diverse perspectives to provide culturally competent health care.</li></ul>



## 7. Course content

### Medicine

#### Knowledge related Learning Outcomes:

At the end of this block, final year student will be able to:

- Diagnose patients with hematological, gastric, rheumatological, and neurological problems.
- Suggest/ interpret appropriate investigations for those problems
- Rationalize treatment plan and if appropriate refer the patient for specialist opinion/management
- Convey relevant information and explanation accurately to patients, their families and other professionals

#### Skill related Learning Outcomes:

Each student completing a medical ward rotation should be able:

- Take and write clinical history properly.
- Conduct a routine detailed clinical examination properly.
- Show empathy and sympathy while examining the patient.
- Demonstrate the right to consent and privacy of the patient.
- Present the relevant history and findings of physical examination in logical order verbally as well as in written form.
- Make an appropriate differential diagnosis list.
- Formulate a list of relevant investigations.
- Outline the basic management plan.
- Discuss with patients/relatives about their disease and basic management plan.
- Identify routine medical emergencies and react accordingly.
- Advice and consult appropriately with medical, nursing and other colleagues.
- Perform / describe basic medical procedures

(Details of skill related Outcomes can be found in medicine Logbooks)

S. #	Topic	Learning Objective	Educational Strategies	Instructor	Importance (Must Know Should Know Could Know)
1.	Chronic Leukemia's	<ul style="list-style-type: none"><li>• Classify leukemias</li><li>• Differentiate between Symptoms and signs, and characteristic</li></ul>			

		<p>features of acute and chronic Leukemia</p> <ul style="list-style-type: none"> <li>• Diagnose various stages of leukemia</li> <li>• Propose appropriate Investigations, diagnostic modalities and treatment options.</li> </ul>	LGIS	All Faculty	Should know
2.	Disorder of Plasma cells - Multiple Myeloma	<ul style="list-style-type: none"> <li>• Define the pathological basis of Multiple myeloma</li> <li>• Classify various stages based on clinical presentation</li> <li>• Justify the role of laboratory investigations and various treatment options</li> </ul>	LGIS	All Faculty	Should know
3.	Malignancies of lymphoid cells - Hodgkin's Disease	<ul style="list-style-type: none"> <li>• Correlate abnormalities in the immune system and its processes to occurrence of lymphoma and its associated clinical presentation.</li> <li>• Identify organs associated with Lymphoma.</li> <li>• Delineate the diagnostic criteria of various stages on time based Characteristic features.</li> <li>• Propose diagnostic modalities and treatment options.</li> </ul>	LGIS		Should know
4.	Non Hodgkin's Lymphoma	<ul style="list-style-type: none"> <li>• Correlate abnormalities in the immune system and</li> </ul>			

		<p>its processes to occurrence of lymphoma and its associated clinical presentation.</p> <ul style="list-style-type: none"> <li>• Identify organs associated with Lymphoma.</li> <li>• Delineate the diagnostic criteria of various stages on time based Characteristic features.</li> <li>• Propose diagnostic modalities and treatment options.</li> </ul>	LGIS	All Faculty	Should know
5.	Blood & blood product transfusion and related problems	<ul style="list-style-type: none"> <li>• Elaborate the generic prerequisites and modes of transfusion.</li> <li>• Correlate the pathophysiology of blood reactions to the Requirement &amp; safety protocol</li> <li>• Follow through step by step management of different types of transfusion reactions</li> </ul>	LGIS+ BSL	All Faculty	Must know
6.	Hemolytic Anemia	<ul style="list-style-type: none"> <li>• Definition of hemolytic anemias</li> <li>• Etiologies</li> <li>• Workup</li> <li>• Management</li> </ul>	LGIS + BSL		Must know
7.	Hemoglobinopathies - Thalassemia	<ul style="list-style-type: none"> <li>• Classify hemoglobinopathies based on abnormalities in structure and formation of Hb..</li> </ul>	LGIS+BSL		Must know

		<ul style="list-style-type: none"> <li>• Differentiate between different hemoglobinopathies based on characteristic features, signs and symptoms treatment modalities, and diagnostic approach.</li> </ul>			
8.	Polycythemia Vera and other Myeloproliferative Disorders	<ul style="list-style-type: none"> <li>• Classify various forms of Myeloproliferative disorders based on Clinical Presentation.</li> <li>• Diagnoses various stages of the disease.</li> <li>• Propose appropriate Investigations diagnostic modalities and treatment options.</li> </ul>	LGIS	All Faculty	Should know
9.	Chronic Diarrheas- Approach to Patient	<ul style="list-style-type: none"> <li>• Define chronic diarrhea etiologies</li> <li>• Assess the patient on the basis of signs and symptoms</li> <li>• Outline the investigations and management plan</li> <li>• Discuss the Prognosis and complications</li> </ul>	LGIS+BSL		Should know
10	Inflammatory Bowel Disease	<ul style="list-style-type: none"> <li>• Types of inflammatory bowel disease</li> <li>• Clinical features</li> <li>• Workup</li> <li>• Management</li> </ul>	LGIS+BSL		Should know
11	Chronic Hepatitis & Metabolic	<ul style="list-style-type: none"> <li>• Diagnose the patient on the basis of Signs, symptoms and investigations</li> </ul>	LGIS+BSL		Should know



	Liver Diseases	<ul style="list-style-type: none"> <li>Outline the Treatment plan</li> </ul>			
12	CRF & Renal Replacement Therapy	<ul style="list-style-type: none"> <li>Diagnose the patient on the basis of its clinical features and presentation relating to its etiology and pathophysiology</li> <li>Advise relevant investigations</li> <li>Devise management plan and follow up</li> <li>List the different causes requiring dialysis</li> <li>Enumerate steps of dialysis and its preparation</li> <li>List the different causes requiring renal transplant</li> </ul>	LGIS+BSL	All Faculty	Must know
13	Diabetic Emergencies & Acid Base Balance	<ul style="list-style-type: none"> <li>prompt diagnosis, etiologies, management and complications</li> </ul>	LGIS		Must know
<b>Psychiatry</b>					
14	Schizophrenia	<ul style="list-style-type: none"> <li>Definition, introduction, diagnosis and management</li> </ul>	LGIS	All Faculty	Must Know
15	Substance Abuse	<ul style="list-style-type: none"> <li>Types of substance abuse clinical presentations and managements</li> </ul>	LGIS		Must Know
<b>Dermatology</b>					
16	Skin Infestations	<ul style="list-style-type: none"> <li>Types and causes, clinical presentations, diagnostic modalities and management</li> </ul>	LGIS	All Faculty	

17	Viral Infections	<ul style="list-style-type: none"><li>• Etiologies, manifestations and management</li></ul>	LGIS		
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# Surgery

## **Knowledge related Learning Outcomes:**

At the end of this block, final year student will be able to:

- Diagnose patients with various surgical problems discussed during this block
- Suggest/ interpret appropriate investigations for those problems
- Rationalize treatment plan and if appropriate refer the patient for specialist opinion/management
- Convey relevant information and explanation accurately to patients, their families and other professionals

## **Skill related Learning Outcomes:**

At the end of their clinical rotation in the department of surgery, students should be able to

- Obtain and record a patient's history in a logical, organized, and thorough manner.
- Diagnose common surgical problems, suggest & interpret appropriate investigations, rationalize treatment plan and if appropriate, refer patient for specialist opinion/ management.
- Perform relevant procedures safely
- Demonstrate monitoring of a patient undergoing surgery under different types of anaesthesia
- Understand the principles of assessment and management of general and orthopaedic trauma
- Understand surgical ethics and its application pertaining to surgery.
- Convey relevant information and explanation accurately to patients, families, colleagues and other professionals
- Understands the principles, indications and preparation of patients for different imaging studies

(Details of skill related Outcomes can be found in surgery Logbooks)

S No	Topic	Learning Objectives	Educational Strategies	Instructor	Importance (Must know Should know Could Know)
1	Abdominal wall hernias-I	<ul style="list-style-type: none"> <li>• Differentiate between direct &amp; indirect inguinal hernias: between epigastric &amp; Paraumbilical hernias; Differentiate between simple &amp; incarcerated / strangulated hernias</li> <li>• Develop a differential diagnosis in a case of a mass in the inguinal or femoral region, Epigastric/ umbilical regions, making reference to those features which may distinguish hernias from other soft tissue masses in those respective regions.</li> </ul>	LGIS	All Faculty	Must know
2	Abdominal wall hernias-II	<ul style="list-style-type: none"> <li>• Discuss the various investigations that help in diagnosis of different types of abdominal hernias</li> </ul>	LGIS	All Faculty	Must know

		<ul style="list-style-type: none"> <li>• Describe the principles of surgical repair of inguinal hernia/ femoral/ ventral hernias</li> <li>• Describe the complications of untreated abdominal wall defects/ hernias</li> </ul>		All Faculty	
3	Abdominal Trauma-I	<ul style="list-style-type: none"> <li>• Discuss various causes of abdominal injuries including genitourinary trauma</li> <li>• Elaborate upon different abdominal/ genitourinary injuries with reference to causes, their clinical presentations; and diagnosis.</li> <li>• Explain the role of radiological/ imaging investigations (eg FAST/ CT scanning) etc in management and interventions in abdominal trauma.</li> <li>• Identify the role of investigations and treatment dependening on the hemodynamic</li> </ul>	LGIS	All Faculty	Must know

		status of the patient.			
4	Abdominal trauma-II	<ul style="list-style-type: none"> <li>• Discuss &amp; Differentiate between different types of abdominal visceral injuries based on mechanism and findings on different imaging/radiological investigations.</li> <li>• Discuss management of different injuries of individual organs , their complications and preventions in general</li> </ul>	LGIS	All Faculty	Must know
5	SOL Liver (Tumors/Cystic lesions)	<ul style="list-style-type: none"> <li>• Generate differential diagnosis of various types of SOL Liver</li> <li>• Develop plan for diagnosis, and treatment of different types of SOLs liver</li> <li>• Discuss prevention of SOL liver</li> <li>• Describe different complications of SOL liver and their management</li> </ul>	LGIS	All Faculty	Must know
6	Paediatrics Surg-II(	<ul style="list-style-type: none"> <li>• Correlate defects in embryologic</li> </ul>	LGIS		Should know?

	<p>Congenital anomalies of Lower GIT)</p>	<p>developments to the causes, types and clinical features, radiological findings of neonatal intestinal obstruction.</p> <ul style="list-style-type: none"> <li>• illustrate the role of different imaging modalities in diagnosis of neonatal intestinal obstruction.</li> <li>• Develop an approach to the management of neonatal obstruction involving clinical and imaging data.</li> <li>• Identify the surgical intervention and post-surgical complications for neonatal intestinal obstruction.</li> <li>• identify embryological defect that leads to imperforate anus.</li> <li>• Demonstrate approach to diagnosis of imperforate anus.</li> <li>• Develop a treatment plan for Imperforate anus based on</li> </ul>		<p>All Faculty</p>	
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		diagnostic classification and clinical presentation.			
7	Medical diseases/Co-morbid in Anaesthesia	<ul style="list-style-type: none"> <li>• Evaluate different medical problems/Comorbids in a patient being considered for surgery</li> <li>• Discuss with the patient and their relatives about the risks involved in those patients during anaesthesia and surgery due to their comorbids</li> <li>• Demonstrate how to optimize their comorbids in such patients before anaesthesia/surgery</li> </ul>	LGIS	All Faculty	Should know
8	Congenital/Developmental anomalies of Limbs	<ul style="list-style-type: none"> <li>• Relate embryological formation of hip joint, foot to congenital anomalies</li> <li>• Detail signs, symptoms, treatment options, complications and management of CTEV and Dysplasia of hip joint</li> </ul>	LGIS	All Faculty	Must know
9	Contrast studies of GIT/	<ul style="list-style-type: none"> <li>• Demonstrate knowledge,</li> </ul>	LGIS		Should know



	Hepatobiliary Imaging	<p>clinical and technical skills and decision-making capabilities with respect to diagnostic imaging pertinent to the practice of General Surgery</p> <ul style="list-style-type: none"> <li>• State the basic principles of radiation protection and law in relation to use of ionizing radiation</li> <li>• Justify use of relevant imaging techniques in various clinical scenarios reference to advantages and disadvantages.</li> </ul>		All Faculty	
10	Principles of Ultrasound/ C T Scan/MRI/ Radiation Hazards	<ul style="list-style-type: none"> <li>• Compare the benefits and limitations of different radiologic modalities including CT and MRI</li> <li>• List risks associated with radiation exposure</li> <li>• Describe the impact of patient age on radiation sensitivity</li> </ul>	LGIS	All Faculty	Should know

		<ul style="list-style-type: none"> <li>• Compare the relative radiation dose delivered by different imaging modalities</li> <li>• Discuss the potential complications of intravenous contrast administration for CT and MR exams and identify predisposing risk factors</li> </ul>		All Faculty	
11	Oesophagus -I( Dysphagia/ Motility disorders)	<ul style="list-style-type: none"> <li>• Relate abnormalities of anatomy and physiology of esophagus to etiology and types of motility disorders</li> <li>• Generate differential diagnosis of motility disorders based on signs and symptoms.</li> <li>• List symptoms that suggest oropharyngeal dysfunction.</li> <li>• Identify factors, in the patient history, useful in diagnosing the etiology of dysphagia.</li> </ul>	LGIS	All Faculty	Must know

		<ul style="list-style-type: none"> <li>• Specify/List valuable tests/ diagnostic tools in the evaluation of dysphagia.</li> <li>• Demonstrate understanding &amp; application of basic concepts to management for dysphagia including use of common food/ liquid modification practices in dysphagia management.</li> <li>• Explain the intended application/benefit for various swallowing maneuvers and postural adjustments employed in traditional dysphagia management.</li> </ul>		All Faculty	
12	Oesophagus -II( Ca esophagus)	<ul style="list-style-type: none"> <li>• Relate cause/ risk factors to pathophysiology of Ca Oesophagus.</li> <li>• Classify ca esophagus using TNM classification</li> <li>• Understand the role of grading and staging in</li> </ul>	LGIS	All Faculty	Must know

		<p>assessment/ management of patients of ca esophagus</p> <ul style="list-style-type: none"> <li>• Discuss the role of history/ clinical evaluation; laboratory / radiographic evaluation procedures, and endoscopic modalities used in the diagnosis</li> <li>• Formulate a proper management plan for patient based on stage / grade of cancer</li> <li>• Describe the various treatment options for patients with esophageal cancer, including pre- and post- operative chemo radiation.</li> </ul>		All Faculty	
13	Oesophagus -III( Perforations / Injuries)	<ul style="list-style-type: none"> <li>• Describe different causes of esophageal injuries</li> <li>• Discuss various clinical presentations of esophageal perforations/ injuries</li> <li>• Discuss evaluation/</li> </ul>	LGIS	All Faculty	

		<p>Diagnostic modalities of sites/ types of esophageal perforations</p> <ul style="list-style-type: none"> <li>• Propose management plan of patient using conventional and newer treatment modalities</li> </ul>		All Faculty	
14	Tumors of stomach	<ul style="list-style-type: none"> <li>• Classify different neoplastic lesions of stomach</li> <li>• Discuss the causes/ the warning signs which lead to the diagnosis of malignancies especially the Ca stomach</li> <li>• Discuss the presenting complaints of Ca stomach</li> <li>• list the investigations needed to diagnose the case of ca stomach</li> <li>• Describe management plan for a patient with Ca stomach with reference to the staging and grading of cancer.</li> </ul>		All Faculty	Must know
15	Complications of Peptic	<ul style="list-style-type: none"> <li>• State the pathophysiological basis of different</li> </ul>	LGIS		Must Know

	<p>ulcers disease</p>	<p>complications of peptic ulcers</p> <ul style="list-style-type: none"> <li>• Describe the symptoms, signs, and differential diagnosis for patients presenting with different complications of peptic ulcer disease.</li> <li>• Discuss the investigations and management of patients presenting with acute abdomen due to perforation of peptic ulcer</li> <li>• Evaluate and resuscitate patients with upper GIT bleed</li> <li>• Choose the appropriate Endoscopic or surgical intervention in the management of upper GIT bleed from peptic ulcer</li> <li>• Generate differential diagnoses for Gastric -outlet obstruction.</li> <li>• Summarize complications that can result from</li> </ul>		<p>All Faculty</p>	
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		<p>gastric outlet obstruction</p> <ul style="list-style-type: none"> <li>• Describe the pre- and postoperative management of an acutely unwell patient who requires emergency surgery because of peptic ulcers complications.</li> <li>• Assess the indications for surgery and other treatment options</li> </ul>		All Faculty	
16	Ca lungs	<ul style="list-style-type: none"> <li>• identify causes and risk factors for lung cancer</li> <li>• Relate cause/ risk factors to pathophysiology of Ca Lungs</li> <li>• Classify ca Lungs based on types. TNM staging/grading</li> <li>• Understand the role of grading and staging in assessment/ management of patients of ca Lungs</li> <li>• Discuss/ justify the role of history/ clinical examination; laboratory / radiographic evaluation</li> </ul>	LGIS	All Faculty	Must know

		<p>procedures, and endoscopic modalities used in the diagnosis of ca lung</p> <ul style="list-style-type: none"> <li>• Advocate measures and guidelines to decrease risk for developing lung cancer and its screening</li> <li>• Formulate a proper management plan for patient based on stage / grade of the cancer</li> <li>• Describe the various treatment options for patients with lung cancer, including pre- and post-operative chemo radiation where indicated.</li> </ul>		All Faculty	
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**Assessment formats:**

<b>Assessment Strategies (Formative)</b>	<b>Assessment Strategies (Summative)</b>
Assignments; Posters/ Projects; Mini-CEX; DOPS	MCQs; SEQs; TOACS: long case discussion; Short case discussion

# Pediatrics

## Knowledge related Learning Outcomes:

The students should be able to:

- Diagnose, investigate and manage diseases affecting central & peripheral nervous system.
- Discuss complications, preventive measures and prognosis of pediatric neurological illnesses.
- Diagnose, investigate and plan management of common neonatal problems
- Recognize complications, list preventive measures and discuss prognosis of newborn illnesses.

## Skill related Learning Outcomes:

By the end of clinical rotation student shall be able to:

- Take, write & present detailed pediatric history of patients reporting to Pead’s department
- Perform Pediatric Examination on patients
- Interpret growth charts of patients.
- Discuss common Pediatric problems
- Demonstrate Pediatric routine and emergency procedure skills
- Communicate effectively with colleagues, patients& their relatives.
- Display ethical & appropriate behavior while dealing with the pediatric patient

(Details of skill related Outcomes can be found in Pediatrics Logbooks)

S.#	Topic	Learning Objective At the end of the session Students will be able to:	Educational Strategies	Instructor	Importance (Must Know Should Know Could Know)
<b>A. CNS</b>					
1.	Brain Infections	<ul style="list-style-type: none"> <li>• List common organisms causing CNS infections</li> <li>• Differentiate signs &amp; symptoms of different CNS infections</li> </ul>	LGIS	All Faculty	Must know

		<ul style="list-style-type: none"> <li>• Formulate management plan of common CNS infections</li> <li>• Recognize complications of CNS infections</li> <li>• Discuss prognosis of CNS infections.</li> </ul>			
2.	Stroke & Coma	<ul style="list-style-type: none"> <li>• Define stroke and its types</li> <li>• Identify various causes of stroke and coma</li> <li>• Outline the management of stroke and coma</li> </ul>	LGIS		Should know
3.	Fits	<ul style="list-style-type: none"> <li>• Differentiate between seizure and pseudoseizure.</li> <li>• Generate diagnostic criteria for febrile, afebrile seizures and status epilepticus.</li> <li>• Plan investigation according to history &amp; examination.</li> <li>• Outline the management plan of fits.</li> </ul>	LGIS		Must know
4.	Headache	<ul style="list-style-type: none"> <li>• List Differential Diagnosis of headache in children</li> <li>• Compose investigations and outline management plan.</li> </ul>	LGIS		Should know

5.	Cerebral Palsy	<ul style="list-style-type: none"> <li>• Define cerebral palsy</li> <li>• Describe clinical features of different types of the disorder and associated deficits</li> <li>• Write diagnostic criteria for cerebral palsy.</li> <li>• Generate differential diagnosis of cerebral palsy</li> <li>• Discuss management plan and prognosis</li> </ul>	LGIS	All Faculty	Must Know
6.	Degenerative brain diseases & Muscular dystrophies	<ul style="list-style-type: none"> <li>• Identify Ataxia &amp; movement disorders</li> <li>• Generate differential diagnosis of Neurodegenerative disorders &amp; muscular dystrophies</li> <li>• Outline management plan of a child with neurodegenerative disorder &amp; muscular dystrophies.</li> </ul>	LGIS	All Faculty	Should know
7.	Microcephaly & Hydrocephalus	<ul style="list-style-type: none"> <li>• List diseases causing microcephaly &amp; hydrocephalus.</li> <li>• Plan investigations and outline treatment of</li> </ul>	LGIS		Must know

		<p>microcephaly &amp; hydrocephalus.</p> <ul style="list-style-type: none"> <li>• Discuss prognosis of microcephaly &amp; hydrocephalus.</li> </ul>			
<b>B. NEONATOLOGY</b>					
1.	Newborn with breathing difficulty	<ul style="list-style-type: none"> <li>• Generate differential diagnosis of breathing difficulty in newborn.</li> <li>• Describe the pathophysiology of RDS &amp; TTN</li> <li>• List investigations and enumerate management steps</li> </ul>	LGIS	All Faculty	Must know
2.	Neonatal Infections	<ul style="list-style-type: none"> <li>• List organisms causing neonatal infection.</li> <li>• Describe signs and symptoms of neonatal infections.</li> <li>• Plan investigations and outline management of neonatal infections.</li> <li>• Discuss complications and prognosis of neonatal infections.</li> </ul>	LGIS		Should know
3.	Newborn with delayed cry	<ul style="list-style-type: none"> <li>• Explain APGAR scoring system</li> <li>• Recognize signs and symptoms of Hypoxic ischemic encephalopathy</li> </ul>	LGIS		Must know

		<ul style="list-style-type: none"> <li>• Plan investigations and outline management of HIE.</li> </ul>			
4.	Large head/ small head	<ul style="list-style-type: none"> <li>• List differential diagnosis of child with large head &amp; small head.</li> <li>• Plan investigations of microcephaly &amp; macrocephaly.</li> <li>• Outline management plan of a child with microcephaly &amp; macrocephaly.</li> <li>• Discuss prognosis of child with microcephaly &amp; macrocephaly</li> </ul>	LGIS		Must know

### Assessment formats

<b>Assessment Strategies (Formative)</b>	<b>Assessment Strategies (Summative)</b>
<b>MCQ, SEQ</b>	<b>MCQ, SEQ</b>

# Gynecology

## **Knowledge related Learning Outcomes:**

By the completion of Y5 block 2, student will be able to,

- Evaluate the impact of specific medical & antenatal obstetric complications on maternofetal health.
- Diagnose common gynaecological conditions resulting in acute & chronic pelvic pain in women and devise their management plan
- Suggest preventive measures and treatment options for pelvic floor problems & climacteric period in women.
- Critically appraise the use of current contraceptive methods.

## **Skill related Learning Outcomes:**

By the end of the clinical rotation in Obstetrics & Gynaecology, a final year student should be able to :

- Perform risk assessment and demonstrate ability to triage women to different patterns of antenatal care.
- Formulate differential /provisional diagnosis & suggest management plan for common obstetric & gynaecologic problems.
- Perform routine examination of antenatal and postnatal women.
- Perform essential obstetric & gynaecologic procedural skills on model.
- Demonstrate referral of the patient to appropriate specialty when required & work with multidisciplinary approach.
- Practice evidence based medicine & exhibit readiness to search for latest solutions & guidelines.
- Demonstrate effective communication skills, professional conduct and respect for women autonomy.
- Demonstrate ethical, social & diverse perspectives to provide culturally competent health care.

(Details of skill related Outcomes can be found in Gynecology Logbooks)



S.#	Topic	Learning Objective At the end of teaching session, the student should be able to	Educational Strategies	Instructor	Importance (Must Know Should Know Could Know)
1.	Obesity in pregnancy	<ul style="list-style-type: none"> <li>• Discuss the general dietary advise for optimal weight gain in pregnancy according to the RCOG guidelines</li> <li>• Appraise the recommended weight increase in pregnancy in relation to the BMI</li> <li>• Compare and contrast effects of obesity on mother and fetus in pregnancy</li> <li>• Learn how to counsel a pregnant woman about complications of obesity in pregnancy &amp; weight reduction by changing life style and diet</li> </ul>	LGIS	All Faculty	Must know
2.	Medical disorders in pregnancy, Cardiac disease, asthma & epilepsy (1)	<ul style="list-style-type: none"> <li>• Appreciate the importance of prepregnancy counselling in improving pregnancy outcomes in already diagnosed medical condition.(specific conditions)</li> <li>• Recognize importance of multidisciplinary approach in managing such antenatal patients</li> <li>• Cateogrize women with cardiac disease according to the ,</li> </ul>	LGIS	All Faculty	Should know

		<p>stages of heart failure- NYHA classification</p> <ul style="list-style-type: none"> <li>• Differentiate between normal symptoms of pregnancy and impending heart failure</li> <li>• Recognize drugs with safety profile and those which have teratogenic effects on the baby</li> <li>• Describe antepartum, ,intrapartum and postpartum principles of management of cardiac disease, asthma &amp; epilepsy in pregnancy</li> </ul>		All Faculty	
3.	Medical disorders in pregnancy, chronic renal & liver disease in pregnancy (2)	<ul style="list-style-type: none"> <li>• Appreciate the importance of prepregnancy counselling in improving pregnancy outcomes in already diagnosed medical conditions .(specific conditions)</li> <li>• Recognize drugs which are safe in pregnancy &amp; those with proven teratogenicity in such disorders.</li> <li>• Describe antepartum, ,intrapartum and postpartum principles of management of renal &amp; liver disease in pregnancy</li> </ul>	LGIS	All Faculty	Should know
4.	Hydrops fetalis & RH isoimmunization	<ul style="list-style-type: none"> <li>• Distinguish between immune and non</li> </ul>	LGIS		Must know

		<p>immune causes of hydrops fetalis</p> <ul style="list-style-type: none"> <li>• Draw a diagram showing the mechanism of rhesus isoimmunization</li> <li>• Appraise the principles of prevention /management of rhesus isoimmunization</li> </ul>		All Faculty	
5.	Lower genital tract infection & STIs	<ul style="list-style-type: none"> <li>• Classify the causes of vaginal discharge</li> <li>• Summarize methods of diagnosis &amp; treatment of various types of vaginal discharge</li> <li>• Describe the transmission diagnosis &amp; treatment of common STIs</li> <li>• Discuss the diagnosis of and screening for HIV</li> <li>• Describe the care of HIV positive mother &amp; child</li> </ul>	LGIS	All Faculty	Should know
6.	Upper genital tract infection (pelvic inflammatory disease ,PID)	<ul style="list-style-type: none"> <li>• Describe the presentation, criteria of diagnosis, relevant investigations and principles of treatment of PID</li> <li>• Discuss the prevention of PID</li> </ul>	LGIS	All Faculty	Should know
7.	Chronic pelvic pain(CPP)	<ul style="list-style-type: none"> <li>• List the gynaecological and non gynaecological causes of chronic pelvic pain</li> <li>• Appreciate the multifactorial nature of</li> </ul>	LGIS		Must know

		<p>CPP )&amp; potential management options</p> <ul style="list-style-type: none"> <li>• Explain the pathology of adenomyosis, endometriosis &amp; its involvement in CPP and subfertility</li> <li>• Discuss the diagnosis and treatment of adenomyosis/endometriosis .</li> </ul>		All Faculty	
8.	Urinary incontinence & vesicovaginal fistula	<ul style="list-style-type: none"> <li>• Classify urinary incontinence</li> <li>• Differentiate between detrusor overactivity and urodynamic stress incontinence.</li> <li>• Categorize the symptoms associated with different types of incontinence, voiding difficulty &amp; vesicovaginal fistula.</li> <li>• Critically appraise the role of urodynamic investigations in diagnosis of different types of incontinence</li> <li>• Appraise the principles of management in treatment of various incontinence.</li> </ul>	LGIS	All Faculty	Should know
9.	Pelvic organ prolapse	<ul style="list-style-type: none"> <li>• Differentiate between cystocele / urethrocele, Rectocele/ enterocele, vaginal vault prolapse/ uterine prolapse</li> <li>• Classify the uterine prolapse according to severity</li> </ul>	LGIS	All Faculty	Should know

		<ul style="list-style-type: none"> <li>• Appraise the methods of treatment of uterovaginal prolapse and select factors that are important in the choice of best treatment</li> </ul>		All Faculty	
10.	Menopause and reproductive health(Osteoporosis)	<ul style="list-style-type: none"> <li>• Define menopause ,perimenopause and postmenopause</li> <li>• Differentiate between physiological &amp; non physiological causes of menopause</li> <li>• Describe the endocrine changes of menopause and its immediate, intermediate &amp; long term effects on the women</li> <li>• Discuss the nonhormonal and hormonal management of menopause</li> <li>• Compare the risks and benefits of hormonal replacement therapy</li> <li>• Evaluate the important risk factors for osteoporosis and cardiovascular disease</li> </ul>	LGIS	All Faculty	Should know
11.	Contraception	<ul style="list-style-type: none"> <li>• Categorize current methods of contraception</li> <li>• Discuss mechanism of actions ,pros and cons of each with their failure rates and complications</li> </ul>	LGIS	All Faculty	Should know

		<ul style="list-style-type: none"> <li>• Compare reversible methods of contraception</li> <li>• Discuss WHO medical eligibility criteria for contraception and emergency contraception</li> <li>• Compare and contrast male and female sterilization</li> </ul>		All Faculty	
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## **Learning Resources:**

### **1. Reference Books:**

- Bailey & Love's Short Practice of Surgery;
- Normann Browne: Introduction to the Symptoms & Signs of Surgical Disease
- Apley's Concise System of orthopedics & Fractures
- Schwartz's Principles of surgery
- A manual on Clinical Surgery by S Das
- Obstetric by ten teachers
- Gynaecology by ten teachers