

Obstetrics Curriculum:

Course Title Obstetrics:

Course Description: This course is designed to introduce the 4th year undergraduate Thi-Qar medical college students to the basic of obstetrics and the practice of obstetrics. The course will cover the basics of obstetrics, to learn the physiology of obstetrics & how can deal with the pathological disorders

Course Duration: 60 hours of theory & 30 hours of practical.

Course learning Units: 7 units .

Course General Objectives:

By the end of this course, students should be able to:

- the student should be learned about the common obstetrical disorders.
- encourage the student to know the most health problem through clinical training.
- application of scientific issues of obstetrical disorders on clinical training.
- the student should be trained who to examine the women and found the physical signs.
- knowlodge about the communication between patients, relative.

Course Specific Objectives:

Explained for each lecture give to students .

Intended Learning Outcomes (ILOs):

Upon completion of this course, students will be able to:

- Explain the basic and physiology of obstetrics—Knowledge
- Interpret common obstetrical problems---Skill
- Understand who to deal with patient, relative and medical personal — Attitude and behavior
- Students should understand the role of obstetrics in modern medical practice ---- professionalism.
- Students should be able to perform obstetrics examinations appropriately and judiciously,-----Skills & attitude and behavior
- Students should be able to use clinical obstetrics findings to narrow differential diagnoses or to develop a tentative diagnosis.---- Knowledge &Skills
- Students should be able to identify strengths and weaknesses of a obstetrics department & strength --→knowledge &skills
- Students should understand the role of the obstetrics on the health care team and the relationship of obstetrics to other clinical disciplines; they

should be able to use the services of obstetrics department appropriately.--

→attitude

- Students should appreciate the need for adequate clinical history and careful examinations of obstetrics patients.---- professionalism

Teaching strategy (overview):

- Objective – based learning
- Student-centered learning
- Active student interaction

Teaching and Learning Methods:

The course will use the following teaching and learning methods:

Theory sessions :

- Lectures: Knowledge acquisition
- Visual aids (e.g., videos, , and illustrations): Knowledge acquisition and skill development.
- Group discussion - critical thickening

Practical sessions:

- Site visit-observation: Skill development and attitude formation.
- The student trained in the hospital as outpatient department
- Case presentations: Knowledge acquisition, skill development, and attitude formation
- Group discussions: Knowledge acquisition, skill development, and attitude formation
- Power point presentation, slide reviews of emergency cases & most common medical cases.
- Other contact with the students (e.g., discussions while interpreting the case history) provides information to complete an assessment.

Activities and projects :

- Logbook - a logbook covers both knowledge and skills by keeping Students record of the obstetrics cases they have seen , including the number and types of examinations, patient demographics, and physical findings.
- This activity allows students to apply their knowledge of patient care in a clinical setting, and to reflect on their experiences to identify areas for improvement. Additionally, the activity encourages reflection and self-evaluation, which can help to develop a positive attitude towards ongoing learning and improvement. They are also developing their skills in patient care and communication.
- Internet obstetrics subject report - Students conduct research on a specific obstetrical topic, using online resources to gather information and present

their findings. This activity allows students to develop their research and communication skills, and to reflect on their experiences to gain a deeper understanding of the subject matter.

Students feedback (course evaluation form)

Course Outline:

The course will be divided into the following topics:

Blueprint for 4th year medical student in Thi-Qar college of medicine include:

I) Sixty hours lectures: 2 hr. /week including following topics:

Lecture Name	lecturer	ILO	Assessment Method						Total Weight (impact X frequency)
			Summative			Formative			
			Written	Practical	Log book	Quiz	Group discussion	Project homework	
Physiological changes in pregnancy.	Dr. Marrwa Habeeb	K:6.21 AB: 5	X	X		X	X		20
Fertilization and implantation. Fetal development and growth.	Dr. Sumeya Ghanawy	K:6,21 S: 3	X	X	X	X	X		20
Placenta and Amniotic fluid	Dr. Sumeya Ghanawy	K:1,6 S:1	X	X	X	X			15
Antenatal Care	Dr.Marrwa Habeeb	K:1 S:1,4	X	X	X	X	X		20
Vomiting in pregnancy	Dr. Enaas Salih	K:1,4,5 S:1,3,4,7,13,17,18, 21, 23 24 AB, 1, 3, 4, 5	X	X	X	X	X	X	25
Abdominal pain in pregnancy	Dr. Enaas Salih	K:1,4,5	X	X	X	X	X	X	20

		S:1,3,4,7,13,17,18 , 21, 23, 24 AB: 1, 3, 4, 5, 8. 9							
Prenatal diagnosis	Dr. Sumeya Ghanawy	K:1,4,5 S:1,3,4,7,13, 17, 18, 21, 23, AB: 1, 3, 4, 5,	X	X	X	X	X	X	15
Anatomy of female pelvis and fetal head	Dr.Nadia Saddam	K:1,4,5,6 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB : 1, 3, 4, 5, 8,9	X	X	X	X	X	X	15
Lobar and physiology of lobar	Dr.Nadia Saddam	K:1,4,5,6 S:1,3,4,7,13, 17, 18, 21, 23, AB: 1, 3, 4, 5,	X	X	X	X	X	X	15
The mechanism of lobar	Dr.Nadia Saddam	K:1,4,5,6 S:1,3,4,7,13, 17, 18, 21, 23,24 AB: 1, 3, 4, 5,	X	X	X	X	X	X	15
Management of lobar	Dr.Nadia Saddam	K:1,4,5 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5,	X	X	X	X	X	X	30
Abnormal labor and dystochia	Dr. Nadia Saddam	K1,4,5 S1,3,4,7,13. 17, 18, 21, 23 AB : 1, 3, 4, 5,	X	X	X	X	X	X	25
Partogram and Assessment of fetal well-being in labour	Dr Izdihar Nsaif.	K4,5,6 S1,3,4,7,13, 17, 18, 21, 23, 24 AB : 1, 3, 4, 5,	X	X	X	X	X	X	25
Mal presentation	Dr. Nadia Saddam	K:1.4,5 S:1,3,4,7,13, 17, 18, 21, 23, 24	X	X	X	X	X	X	25

Mal position		AB : 1, 3, 4, 5,							
Cord prolapsed and cord presentation	Dr. Nadia Saddam	K:1,4,5 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5,	X	X	X	X	X	X	25
Analgesia and anesthesia in labor	Dr. Wassan Raheem	K1,4,5,6,11 S1,3,4,7,13, 17, 18, 21, 23, AB:, 1,3, 4,5,8,	X	X	X	X	X		15
Abnormal third stage of labor & Complication of the Third stage of Labor	Dr. Assel Mousa	K1,4,5,6 S1,3,4,7,13, 17, 18, 21, 23, 18, 21, 23, 24 AB:1, 3, 4, 5,	X	X	X	X	X	X	25
Post Partum Hemorrhage	Dr. Assel Mousa	K1,4,5 S1,3,4,7,13, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5,	X	X	X	X	X	X	25
Oligohydramnios & Polyhydramnios	Dr. Assel Mousa	K: 6, S:1,3,4,7,13, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5, 8, 9	X	X	X	X	X		20
Multifetal Pregnancy	Dr. Assel Mousa	K:1,4,5 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB : 1, 3, 4, 5,	X	X	X	X	X		20
Rh-Iso immunization	Dr. Enaas Salih	K:1,4,5,6 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5,	X	X	X	X	X	X	25
APH	Dr. Alaa Hussien	K:1,4,5 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB : 1, 3, 4, 5,	X	X	X	X	X		30
Preterm labour Premature rupture of membranes	Dr. Alaa Hussien	K:1,4,5 S:1,3,4,7,13, 17, 18,	X	X	X	X	X		30

		21, 23, 24 AB : 1, 3, 4, 5, 8,9							
IUGR IUD	Dr. Enaas Salih	K:1,4,5 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB:1, 3, 4, 5, 8, 9	X	X	X	X	X	X	30
Hypertensive disease in pregnancy	Dr. Wassan Reheem	K:1,4,5 S:1,3,4,7,13, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5, 8, 9	X	X	X	X	X		25
DM	Dr. Huda Adnan	K:1,4,5,6 S:7,13, 17, 18, 21, 23 , 24 AB: 1, 3, 4, 5,	X	X	X	X	X		20
Instrumental delivery and episiotomy	Dr. Wassan Reheem	:K:1,4,5 S1,3,4,7,13, 17. 18, 21, 18, 21, 23, 24 AB : 1, 3, 4, 5,	X	X	X	X	X	X	20
Induction of labor C/S	Dr. Aseel Mousa	K:1,4,5 S:1,3,4,7,13, 17, 18, 21. 23, 24 AB: 1, 3, 4, 5,	X	X	X	X	X	X	25
Anemia in pregnancy	Dr. Alaa Hussien	K1,4,5 S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5,	X	X	X	X	X	X	20
Cardiac diseases in pregnancy.	Dr. Enaas Salih	K1,4,5 S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5	X	X	X	X	X		15
Thyroid disease in pregnancy.	Dr. Enaas Salih	K1,4,5 S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5	X	X	X	X	X		15
jaundice in pregnancy	Dr. Izdihar Nsaif	K1,4,5	X	X	X	X			15

		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Renal disease in pregnancy	Dr. Enaas Salih	K1,4,5	X	X	X	X			20
Autoimmune diseases In pregnancy.		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Bleeding diseases in pregnancy	Dr. Huda Adnan	K1,4,5	X	X	X	X			20
Thromboembolic in pregnancy		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Shock & post op.collapse	Dr. Alaa Hussien	K1,4,5	X	X	X	X			15
		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Neurological disease in pregnancy	Dr, Wassan Raheem	K1,4,5	X	X	X	X	X		15
		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Post term pregnancy	Dr. Alaa Hussien	K1,4,5	X	X	X	X	X		20
		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Medication in pregnancy	Dr. Huda Adnan	K1,4,5	X	X	X	X	X		15
		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Perinatal infection	Dr.Marwaa Habeeb	K1,4,5	X	X	X	X	X		20
		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							
Ultrasound	Dr. Sumeya Ghanawy	K1,4,5	X	X	X				15
		S1,3,4,7, 17, 18, 21, 23, 24 AB: 1, 3, 4, 5							

Purperium	Dr. Sumeya Ghanawy	K1,4,5	X	X	X	X	X	X	25
		S1,3,4,7, 17, 18, 21, 23, 24							
		AB: 1, 3, 4, 5							

II) Thirty hours practical sessions : 4 small subgroups 3 hr/day for each groups 6 wk

Course evaluation form:

The educational objectives were also used to develop a course evaluation form. The form comprises three sections in which students are asked to rate general course characteristics, accomplishment of the general objectives, and usefulness of several learning activities. In addition, students are asked to write comments and suggestions for improvement.

These three formal student evaluations provide documentation on student achievement on almost all of the objectives.

Examples from each section are shown in the table below.

TABLE: COURSE EVALUATION FORM (students feedback)

A- Course analysis

	Very strongly Disagree	Strongly disagree	Disagree	Agree	Strongly agree	Very strongly disagree
In general :						
1-The course objectives were well defined .	1	2	3	4	5	6
2- the course was well organized.	1	2	3	4	5	6
3- the lectures were informative.	1	2	3	4	5	6
4- I saw an adequate number and variety of x rays.	1	2	3	4	5	6
As a result of this course:						
5- I have reach a through approach of interpreting x-ray .	1	2	3	4	5	6
6- I can incorporate a radiological findings into a differential diagnosis.	1	2	3	4	5	6

B-Please indicate how help each of the followings in your learning

	Did not attend	Not at all helpful	Minimally helpful	Reasonably helpful	Very helpful	Maximally helpful
1-Lectures	0	1	2	3	4	5
2- Visual aids(films , illustrations , etc.).	0	1	2	3	4	5
3-Group discussion.	0	1	2	3	4	5
4-Logbook.	0	1	2	3	4	5
5-Teaching file	0	1	2	3	4	5
6-Internet subject report	0	1	2	3	4	5

Analysis of results :method to analyze data collected using a Likert scale

- Assign numerical values to each response option on the scale. For example, you could assign 1 to "strongly disagree," 2 to "disagree," 3 to "neutral," 4 to "agree," and 5 to "strongly agree."
- Calculate the mean score for each statement by summing the numerical values for all responses to that statement and dividing by the number of respondents. This will give you an average score for each statement.
- Interpret the results by considering the mean scores for each statement. Statements with higher mean scores are more positively rated by respondents, while statements with lower mean scores are less positively rated.

Summary :

This approach has allowed the clerkship to be flexible enough to accommodate varying student abilities and interests while also assuring coverage of core concepts and materials.

Conclusion:

The above curriculum design provides a comprehensive framework for teaching and assessing obstetrics in an undergraduate medical college. The course includes a balanced mix of theoretical and practical sessions, and the teaching methods and assessment methods. The ILOs, general objectives, and specific objectives are well-defined, which will enable students to achieve a thorough understanding of diagnostic of gynecology.

Assessment Methods:

The course will use the following assessment methods:

- Written exams (short essay questions ,long essay , SBA,MCQ,Cross match) : to assess the students' knowledge and understanding of the theory.
- Logbook (documentation of the performance of the practical procedure)
- Formative assessment :
- Quizzes in class after most topics
- Group discussion in class
- Projects homework: Internet gynecology subject report& collection of two interesting cases to build up the teaching file.

Grading and Evaluation:

The grading system for the course will be as follows:

- Written midyear exam = 25%
- Activities (log book = 2 % , teaching file cases=2)
- Formative (quizzes =2 % , internet subject radiology report =1%)
- Practical exam = 15 %
- written final exam = 55 %
- Total 100 %
- Pass mark = 50%

Textbooks approved:

Ten teachers of obstetrics

Lecturers :

1. Prof Dr. Nadia Saddam- FIBOG/ CABOG - Head of obstetrics & Gynecology Department.
2. Ass. Prof Dr. Wassan Raheem- FIBOG- obstetrics & Gynecology Department.
3. Prof Dr. Alaa Hussien - FIBOG- obstetrics & Gynecology Department.
4. Prof Dr.Enaas Salih - FIBOG/ CABOG - obstetrics & Gynecology Department.
5. Ass. Prof Dr.Assel Mousa- Master- obstetrics & Gynecology Department.
6. Lecturer Dr. Sumeya Ghanawy- Master- obstetrics & Gynecology Department.
7. Lecturer Dr. . Izdihar Nsaif -Ph-infertility- obstetrics & Gynecology Department.
8. Lecturer Dr. .Marrwaa Habeeb- FIBOG- obstetrics & Gynecology Department.
9. Lecturer Dr. . Huda Adnan – CABOG- obstetrics & Gynecology Department.