Course Contract

- **Name of the course:** Obstetrics
- **Academic year:** (2013 – 2014)
- **Course title and Code:** Obstetrics (Code): OBS 601
- **Contact hours (Credit hours):** Lecture: \((4 \times 15 = 60)\), Practical: \((3 \times 15 = 45)\), Total: \((7 \times 15 = 105)\)

**Course aims:**

Describe basic knowledge about the normal and abnormal pregnancies and labor.

- Recognize the causes and management of the common and important obstetrical emergencies and diseases.
- Perform good communication with patients using sound ethical principles.
- Elicit how to work collaboratively as members of a healthcare team in a variety of settings.
- Formulate their own limitations in knowledge and clinical skills and commit to continuously improve their knowledge and ability by lifelong learning, continuous professional development and research studies.

**ILOS:**

**a- Knowledge and Understanding:**

*By the end of the course the student will be able to:*

- a1- Describe the physiology of fertilization, implantation and early development of the fetus, placenta, and cord (P: a1,a.2).
- a2- Describe the maternal adaptation for pregnancy and the antenatal care(P: a1, a.2, a3,a4, a5).
- a3- Discuss the medical diseases with pregnancy and their management (P: a.6,a.7)
- a4- Discuss the etiology and management of bleeding in early pregnancy and antepartum hemorrhage (P: a.4,8,9,10,11,12,13).
- a5- Recognize the anatomy of the female pelvis and fetal skull(P: a1, a.2)
- a6- Recognize the mechanism and management of normal labor and abnormal presentations and positions(P: a1, a.2, a.4,a.5, a.13).

**b- Intellectual Skills:**
By the end of the course the student should be able to:

b1. Apply information technology to access and manage clinical information and perform on-line searches to support ongoing self-directed learning (P: b4,5).

b2. Apply scientific evidence appropriate to the care of individual patients or as an approach to a clinical problem (P: b4, 5).

b3. Recognize the problem of variations in physician behavior for common conditions, the importance of developing evidence-based practice methodology to lessen variations, and the need to individualize recommendations for the patient (P: b3,4,5,9,10,11,12,13).

b4. Formulate questions regarding outcomes seen in patient care and consider simple methods of quality improvement including improved patient satisfaction, decreased complication rates, improved clinical outcomes, and improved access to healthcare for patients from underserved groups (P: b9).

b5. Recognize errors in medicine, reasons for errors, and develop basic strategies to reduce medical errors (P: b2).

b6. Recognize that uncertainty is unavoidable in the practice of medicine and be able to use the appropriate cognitive and intellectual strategies to deal with uncertainty when it arises (P: b1, 2, 3, 4, 5, 8).

b7. Integrate basic anatomical, biochemical and physiological facts with clinical data (P: b.1, 2)

b11. Interpret the results obtained from history, clinical examination and investigations in obstetric patients (P: b2, 3, 4).

b12. Interpret ultrasound findings as well as laboratory reports to diagnose common and serious obstetric problems (P: b4, 6).

b13. Formulate appropriate management plans for individual patients presenting with the most common obstetric diseases (P: b6,7)

C- Professional and Practical Skills:

By the end of the course the student should be able to:

C1. Perform accurate and comprehensive history taking from obstetric patient and patients in labor (P: c1,2).

C2. Practice antenatal care program (P: c1,2,3,4,5,6,7,8).

C3. Apply the bases of partogram (P: c1,2).


C5. Construct appropriate management strategies both diagnostic and therapeutic for patients with common obstetric diseases (P: c6,7,8).

C6. Formulate and implement a plan of care for both the prevention and treatment of obstetric problem (P: c6).

C7. Perform the following skills in skill lab (P: c3,9,8):

- Obstetric exam.
- Normal labor.
C8) Write and present histories and physicals, problem lists, hospital admitting notes and orders, daily progress notes and discharge summaries, and focused outpatient follow-up notes (P: c1,2,3,4).

**d- General and Transferable Skills:**

By the end of the course the student should be able to:

D1) Show effective communication skills, as well as elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills (P: d4, 5,6,7,8,9,10,11,12).

D2) Illustrate appropriate skills and strategies for communicating during difficult situations, such as giving bad news and dealing with angry patients and families (P: d8, 10).

D3) Demonstrate roles and goals of various health professional team members, including strategies for resolving conflicts and communicating effectively with team members (P: d2,13).

D4) Show an understanding of how family, culture, and religious beliefs can influence healthcare decisions and outcomes (P: d4, 5).

D5) Show issues of patient care with non-physician healthcare workers (P: d9, 13).

D6) Record, and present a complete history and certain focused histories that include obtaining the patient’s fears and concerns and ascertaining the impact of an illness and its treatment on the patient and the patient’s family (P: d4, 5).

D7) Explain to patients and families findings from clinical investigations, including plans for follow up, possible courses of therapy with indications, risks, and benefits, and alternatives (P: d3,4,5,8,9).

D8) Adopt the principles of lifelong learning (d16).

D9) Use computers efficiently in reaching biomedical information (d14,15,16,17).

D10) Present information clearly in written and oral forms (e5,9).

D11) Work effectively in a team (d13).

D12) Communicate clearly, sensitively, and effectively with patients and their families (d8).

D13) Communicate effectively with seniors, colleagues, and coworkers (d13).

D14) Follow the national code of ethics (d1).

**Student assessment:**

**Methods:**

<table>
<thead>
<tr>
<th>Class activity ( attendance, research, homework, quizzes )</th>
<th>Evaluate</th>
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<tbody>
<tr>
<td>a1-a6, b1-b10, c1-c7, d1-d14 .</td>
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<table>
<thead>
<tr>
<th>Clinical exam</th>
<th>Evaluate</th>
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<tbody>
<tr>
<td>a1-a6, b1-b10, c1-c7, d1-d14 .</td>
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<tr>
<th>Final written exam</th>
<th>Evaluate</th>
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<tbody>
<tr>
<td>a1-a6, b1-b10.</td>
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Oral exam a1-a6, b1-b10.

**Assessment Schedule:**

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<thead>
<tr>
<th>Activity</th>
<th>Week</th>
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<tbody>
<tr>
<td>Class activity</td>
<td>(2-13)</td>
</tr>
<tr>
<td>Clinical exam</td>
<td>(14)</td>
</tr>
<tr>
<td>Final written exam</td>
<td>* (16)</td>
</tr>
<tr>
<td>Oral exam</td>
<td>* (16)</td>
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* According to the exam time table