

HIGHER EDUCATION CURRICULUM BOOK

2020

OBSTETRIC AND GYNECOLOGY SPECIALIST PROGRAM




SPECIALIST MEDICAL EDUCATION PROGRAM
FACULTY OF MEDICINE HASANUDDIN UNIVERSITY

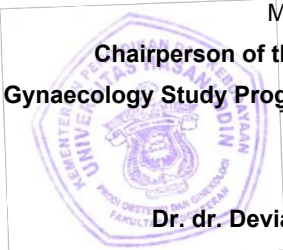
FOREWORD

In order to fulfil the mandate of Law No. 12 Year 2012 article 35 paragraph 2 concerning the Curriculum, which states that the Higher Education Curriculum is developed by each Higher Education Institution by referring to the national standards of Higher Education (SN-DIKTI), the Obstetrics and Gynaecology Study Programme Curriculum book was compiled by the Faculty of Medicine, Hasanuddin University. This book includes the development of intellectual intelligence, noble character, and skills. In Permenristekdikti No. 44 of 2015 article 1 stipulates the Curriculum as a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments used as guidelines for implementing study programs. To adjust to the development of needs and science and technology, the Higher Education curriculum must be constantly updated. The resulting graduates have abilities equivalent to measurable abilities and have been formulated in the qualification levels of the Indonesian National Qualifications Framework (KKNI). As a national agreement, it has been determined that the Master programme, in this case the Obstetrics and Gynaecology Specialist-1 Medical Education Programme, is equivalent to level 8.

This Curriculum Book is prepared based on the Guidelines for the Preparation of Higher Education Curriculum in 2016, prepared by the Directorate General of Learning and Student Affairs, Directorate of Learning, Ministry of Research, Technology and Higher Education, and the Obstetrics and Gynecology Education Programme Log Book prepared by the Indonesian Obstetrics and Gynecology Collegium in 2009. It is hoped that this book can be a guide in the teaching and learning process in the Obstetrics and Gynaecology Education Study Program, Faculty of Medicine, Hasanuddin University so that graduates are produced who are civilised, knowledgeable, professional, competitive and contribute to the welfare of the nation's life.

Our gratitude goes to all those who have contributed their thoughts, as well as the stakeholders who were also involved in the book-making workshop until the completion of the writing of this Curriculum text.

Makassar, 1 December 2019
**Chairperson of the PPDS-1 Obstetrics and
Gynaecology Study Program, Faculty of Medicine,
Hasanuddin University**

Dr. dr. Deviana Soraya Riu, SpOG (K)



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CHAPTER I INTRODUCTION

I.1. History of the Study Programme

In order to answer the demand for the provision of Indonesian human resources who are educated, have quality academic capacity, are independent, professional and competitive in national development, Hasanuddin University as one of the leading universities in Indonesia established a Specialist Education Programme since 1980.

Along with the development of the availability of teaching staff and adequate academic infrastructure, as well as in order to meet the demands of the community, academics, institutions and local governments, since the Academic Year 1980, the Obstetrics and Gynecology Specialist Medical Education Study Program (PSPDS OBGIN) was established at the Faculty of Medicine, Hasanuddin University based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 076/U/1980 on 10 March 1980.

The Obstetrics and Gynaecology Specialist Medical Education Study Programme at the Faculty of Medicine, Hasanuddin University is a specialist programme oriented towards academic and professional education to meet the demands of the needs, the provision of human resources who have qualified academic and professional capacity in the field of Obstetrics and Gynaecology, able to develop reproductive medicine through independent research, conduct critical medical studies, and be able to solve various reproductive medicine problems in society.

I.2. Vision, mission, goals and objectives of the Obstetrics and Gynaecology Specialist Study Programme

1.2.1. Translation of UNHAS Vision into the scientific vision of the Obstetrics and Gynaecology Study Programme.

Hasanuddin University has a vision as a centre of excellence in human development, science, technology, arts and culture with a strategic plan to become an internationally reputable university based on the Indonesian maritime continent. The Integrity of the OBGyn Specialist Education Study Programme of the Faculty of Medicine, UNHAS is designed as a programme in the field of medicine and

reproductive health that seeks to prepare scientists with the knowledge, attitudes, behaviours and abilities as professional scientists. The ability is the ability to carry out education, service, research and community service in the field of reproductive health based on medical science and technology based on the interests and needs of the community and based on the values of honesty and *transparency* that exist in society.

I.2.2. Study programme vision

The realisation of a leading Obstetrics and Gynaecology Study Programme in Indonesia and the Asia Pacific Region by producing humanist graduates with scientific literacy in 2030.

The Meaning of Vision:

- **LEADING:** Able to compete in producing graduates of obstetry and gynaecology specialists who are smart and competent, and become a reference for other Obgin PS.
- **HUMANIST :** Individuals who prioritise the realisation of better women's reproductive health based on the principles of humanity, compassion and dignity.
- **SCIENTIFIC LITERACY:** The ability to apply scientific knowledge, not only to understand concepts but also to apply them in everyday life in solving problems faced to prepare today's generation for the future through a system that integrates virtual and physical space.

I.2.3. Study programme mission

1. Organising a quality Obstetrics and Gynaecology study programme with good governance.
2. Improve source resources human resources and facilities in support the implementation of the Tri Dharma of Higher Education.

3. Carry out continuous education and training (*Continuing Program Development*) with innovative technology applications and internalise humanistic values, norms and academic ethics.
4. Increase the quantity and quality of basic and applied Obstetrics and Gynaecology community research.
5. Carry out women's reproductive health services professionally and efficiently with the concept of *interpersonal collaboration*.
6. Preparing the Obstetrics and Gynaecology study programme towards *ASEAN University Network-Quality Assurance (AUN-QA)* accreditation and *World Federation for Medical Education (WFME)* medical standards.

I.2.4. Study programme objectives

A. General Purpose:

Producing graduates of Obstetrics and Gynaecology Specialist Doctors who are humanist and scientifically literate.

- Academic competence: able to absorb, research, develop and apply the science of Obstetrics and Gynaecology in accordance with the progress and development of science.
- Professional clinical competence: able to provide complete reproductive health services in accordance with the level of competence

B. Specific Objectives

1. The realisation of a good study programme governance system.
2. The realisation of human resources with character, innovation and competitiveness and the availability of modern digital-based learning facilities.
3. The realisation of innovative learning methods, by integrating virtual and physical spaces to improve mastery of science, skills and research.
4. The establishment of a web-based information system, especially for data management (*big data*) that can be utilised for the development of science by applying the principles and methods of scientific thinking.

professionally in solving and handling women's reproductive health problems.

5. Increasing the character of humanist learners so that they are able to provide women's reproductive health services both individually and in the community professionally and efficiently with the concept of *interpersonal collaboration*.
6. Maintain the study programme's national accreditation as "excellent" and prepare for Asia Pacific regional accreditation.

1.2.5. Study programme objectives

1. Improving the quality of governance of the digital-based PS Obstetrics Gynaecology FK UH
2. Development of teaching and education staff of the Obstetrics and Gynaecology PS FK UH
3. Development of digital system of PS Obstetrics Gynaecology FK UH
4. Development of the quality of graduates of PS Obstetrics Gynaecology FK UH
5. Research and publication development as well as intellectual property rights of PS Obstetrics Gynaecology FK UH
6. Maximising the management of funds for the PS Obstetrics Gynaecology FK UH
7. Quality assurance system of Obstetrics and Gynaecology PS UH Faculty of Medicine
8. Development of cooperation between PS Obstetrics Gynaecology FK UH in the fields of education, research and service, both at the national and regional levels of Asia Pacific
9. Developing FKUH's Obstetrics Gynaecology PS as an education and training centre

I.3. Curriculum Revision Methods and Mechanisms

Merujuk pada visi dan misi Universitas Hasanuddin dan Fakultas Kedokteran Universitas Hasanuddin serta memperhatikan SK MENDIKBUD No: 78/U/1980 dated 10 March 1980 on the implementation permit of the Obstetrics and Gynecology Study Program of FK UNHAS and the decision of the Director General of DIKTI of the Ministry of National Education of the Republic of Indonesia No. 154/DIKTI/KEP/2007 on the arrangement and re-establishment of permits for the implementation of study programs at Hasanuddin University in Makassar.

2007 - 2010, as well as based on the results of accreditation by the Collegium of Obstetrics and Gynaecology for the period 1 January 2008 - 31 December 2012 and the period 1 January 2013 - 31 December 2012.

December 2018.

Planning begins with the formation of a strategic plan preparation team. The results of the self-evaluation which aims to determine the conditions of strengths, weaknesses, threats and opportunities that exist through *Strength, Weakness, Opportunity, Threat* (SWOT) analysis, related to the conditions, activities and performance of the Obgyn Faculty of Medicine Unhas are used as the basis for preparing the next Strategic Plan including vision, mission, goals, objectives, and strategies for achieving them. In addition to self-evaluation, PS Obgin FK Unhas has also distributed learning process evaluation questionnaires to students, student performance evaluation reports from directors of collaborating hospitals in the regions that have been carried out regularly, and from the results of alumni searches. The strategic plan development process also involved policy makers; faculties, directors of major teaching hospitals and educational networks, professional organisations, partners, alumni, and staff of PS Obgin FK Unhas, as well as students in workshops held on 11-12 October 2019.

CHAPTER II.
GRADUATE LEARNING OUTCOMES

II.1. Graduate Profile

1. **Communicator** : Capable of providing services for women's reproductive health through interpersonal communication and a holistic perspective.
2. **Health Educator and Promoter** : Providing colleagues, medical and paramedical staff, and students with medical knowledge.
3. **Care provider** : Capable of providing quality reproductive health services to women
4. **Manager and Leader** : Acquire the managerial aptitude to work in both inter- and multidisciplinary groups.
5. **Researcher** : Capable to possess a combination of skills, qualities, and knowledge to navigate the complexities of scientific inquiry and contribute meaningfully to knowledge.

II.2. Graduate learning outcomes (ELOs)

<p>EVERY GRADUATE OF THE OBSTETRICS AND GYNAECOLOGY STUDY PROGRAMME</p> <p>HAS THE FOLLOWING LEARNING OUTCOMES:</p>
<p>1. ATTITUDES:</p>
<p>1. devoted to God Almighty, religious, civilised, upholding human values, ethical, independent, and contributing to improving the quality of community life in the field of medicine and health;</p>
<p>2. MASTERY OF KNOWLEDGE:</p>
<p>1. master the concept of academic integrity in general and the concept of plagiarism in particular, in terms of types of plagiarism, consequences of violations and prevention efforts;</p> <p>2. master the theoretical concepts of ethics, humanities and basic health law so as to be able to apply them in practising medicine;</p> <p>3. Master the theoretical concepts and skills of obstetrics and gynaecology; medical and surgical to prevent, diagnose and manage conditions related to women's reproductive health both individually and in the community;</p> <p>4. master the concept of scientific thinking so as to be able to analyse and solve national reproductive health problems through an inter or multidisciplinary approach, and;</p> <p>5. mastering information technology application methods so as to be able to develop knowledge, skills and technology, especially in the field of obstetrics and gynaecology.</p>

3. SPECIALISED SKILLS:

1. able to apply their knowledge in handling every obstetrics and gynaecology case with professional skills according to their level of competence through an *evidence-based medicine* approach;
2. able to identify and manage reproductive health problems in the community through a holistic approach (promotive, preventive, curative & rehabilitative) in accordance with the conditions and needs of the community;
3. Able to apply effective communication skills in the practice of interprofessional collaboration needed to improve the quality of women's reproductive health services;
4. able to demonstrate commitment to carrying out professional responsibilities, adherence to ethical principles (autonomy, beneficence, justice, and nonmaleficence), and sensitive to the conditions of diverse communities;
5. able to provide information and suggestions for improving reproductive health services, and;
6. able to develop obstetrics and gynaecology through inter/multidisciplinary research, resulting in innovative and tested work.

4. GENERAL SKILLS:

1. able to develop logical, critical, systematic, and creative thinking through scientific research or design creation, compile scientific conceptions and the results of their studies based on scientific rules, procedures, and ethics in the form of a thesis published in an accredited scientific journal;
2. able to compile ideas, results of scientific thinking and arguments responsibly and based on academic ethics, as well as communicating through the media to the academic community and

the wider community, and;

3. able to manage , develop and maintain network network with colleagues, peers within the institution and the research community who

II.3. Mapping the relationship between ELOs and graduate profiles

LEARNING OUTCOMES		PROFIL					
		E OF GRADUA					
		TES					
		1	2	3	4	5	6
S	1. devoted to God Almighty, religious, civilised, I uphold human values, ethical, independent, and K contribute to improving the quality of people's lives A in the field of medicine and health;	✓	✓	✓	✓	✓	✓
	P						
P	P1 . master the theoretical concepts of ethics, humanities and basic health laws so that	✓	✓	✓	✓	✓	
	Able to apply it in practising medicine;						
U	2. master the theoretical concepts and skills of obstetrics and gynaecology; medical and surgery to prevent, establish A diagnosis and treat conditions that	✓	✓	✓	✓	✓	✓
	A related to reproductive health Nwomen						
A	both individually and						
	problems in the community;						
P	3. master the concept of scientific thinking so as to be able to	✓	✓	✓	✓	✓	
	analyse and solve national reproductive health problems through an inter or multidisciplinary approach, and;	✓	✓	✓	✓	✓	✓
G							
	4. mastering information technology application methods so that						
E	able to develop knowledge, skills and						
	technology, especially in the field of obstetrics and gynaecology.						
T							
A							

H5	. Demonstrate professional competence in providing comprehensive reproductive health services at the level of National and international standard specialities in accordance with the conditions and needs of society.	✓	✓	✓	✓	✓	✓
K	1. able to work in the field of expertise subject for specific types of work and have work competencies that are Tminimal equivalent to the standard work competencies of the profession; E		✓	✓	✓	✓	
R	2. able to make independent decisions in carrying out their professional work based on logical, critical, systematic, and creative thinking;			✓	✓	✓	
P							
I	3. be able to communicate thoughts/arguments or innovative work that is beneficial for professional development and entrepreneurship, which can be accounted for scientifically and professional ethics, to the public, especially in the field of entrepreneurship.	✓	✓	✓	✓	✓	✓
U	professional society;						
M							
U							
M							
M							
K	1. able to apply his/her knowledge in handling E every obstetrics and gynaecology case with professional T ability in accordance with his/her level of competence through E <i>evidence-based</i> medicine approach;	✓	✓	✓	✓	✓	✓
A							
M	2. able to identify and manage health problems reproduction in the community through a holistic approach (promotive, preventive, curative & rehabilitative) in accordance with conditions and community needs;	✓		✓	✓	✓	
P							
I							
L							
A	3. able to apply effective communication skills in	✓		✓	✓	✓	

N K H U S U S	practice collaborationinterprofessional which to improve required quality service Health women; reproductive								
	4. be able to demonstrate a commitment to carry out professional responsibilities, adherence to ethical principles (autonomy, beneficence, justice, and nonmaleficence), and be sensitive to the diverse conditions of society;	✓	✓		✓				
	5. able to provide information or proposals for the improvement of reproductive health services, and;	✓			✓	✓	✓		
	6. health services, and; Able to develop the science of obstetrics and gynaecology through inter/multidisciplinary research, so as to produce innovative works and tested.	✓			✓	✓	✓		

II.4. Mapping of SLO linkages to stakeholder aspirations

CP	Code	Stakeholder Aspirations					
		Government	Alumni	Alumni Users	Professional Organisation/ PS Association	Institution (Unhas)	Benchmark
Attitude	S1		✓	✓	✓	✓	
General Skills	KU1		✓	✓	✓	✓	
	KU2		✓				
	KU3		✓				
Knowledge	P1		✓	✓	✓		
	P2		✓	✓		✓	
	P3		✓				
	P4		✓				

	P5		✓	✓			
Specialised Skills	KK1		✓	✓			
	KK2		✓				
	KK3		✓	✓	✓		
	KK4		✓	✓	✓		
	KK5				✓		
	KK6		✓	✓			

Indicators of the level of breadth and depth of study materials

- The level of depth is cumulative and / or integrative measured using indicators of the level of achievement of graduate abilities designed to meet the competency standards of graduates as determined by the Indonesian Obstetrics and Gynaecology Collegium (attachment)
- The level of breadth is measured using indicators: the number and type of studies, or science or branches of science or subject matter needed in achieving the learning outcomes that have been determined in accordance with the RPS that has been made as in the attachment below.

The depth and breadth of learning materials in the Obstetrics and Gynaecology specialist medical education programme utilise the results of research and the results of community service.

CHAPTER III.
CURRICULUM STRUCTURE AND
CONTENT

III.1. Explanation and mapping of ELOs into study materials

NO	CPL- PRODI												
		BK 1	BK 2	BK 3	BK 4	BK 5	BK 6	BK 7	BK 8	BK 9	BK 10	BK11	BK12
ATTITUDE (S1)													
1	S1	✓											
KNOWLEDGE (P1)													
1	PP1	✓			✓								
2	PP2		✓				✓	✓	✓	✓	✓	✓	✓
3	PP3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	PP4			✓			✓	✓	✓	✓	✓	✓	✓
5	PP5						✓	✓	✓	✓	✓	✓	✓
GENERAL SKILLS													
1	KU1						✓	✓	✓	✓	✓	✓	
2	KU2						✓	✓	✓	✓	✓	✓	✓
3	KU3	✓					✓	✓	✓	✓	✓	✓	✓
17	KU17						✓	✓	✓	✓	✓	✓	✓
SPECIALISED SKILLS													
1	KK1						✓	✓	✓	✓	✓	✓	
2	KK2						✓	✓	✓	✓	✓	✓	
3	KK3			✓	✓	✓							✓
4	KK4						✓	✓	✓	✓	✓		
5	KK5												✓
6	KK6						✓	✓		✓	✓	✓	
Description: 1. BK 1: Ethicomedicolegal Study Material 2. BK 2: Medical Genetics 3. BK 3: Immunology 4. BK 4: Clinical Epidemiology and Evidence-Based Medicine													

5. BK 5 : Study Material Research Methods and Biostatistics
5.
6. BK 6 : Study Material Obstetrics
6.
7. BK 7 : Study Material Gynaecology
7.
8. BK 8 : Study Material Fetomaternal
8.
9. BK 9 : Study Material Fertility, Endocrine and Reproduction
9.
10. BK 10: Study Material 10. Oncology
11. BK 11: Urogynaecology and pelvic reconstructive surgery
12. BK 12: Obstetrics and Gynaecology Social Studies 12.

III.2. Determination of courses (MK)

NO	CPL- PRO AT	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8	MK 9	MK 10	MK 11	MK 12	MK 13	MK 14	MK 15	MK 16	MK 17	MK 18	MK 19	MK 20	MK 21	MK 22	MK 23	MK 24	MK 25	MK 26	MK 27	MK 28	MK 29	
ATTITUDE (S1)																															
1	S1	✓						✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	
KNOWLEDGE (P1)																															
1	PP1										✓	✓						✓					✓	✓	✓	✓		✓	✓	✓	
2	PP2	✓							✓																			✓		✓	
3	PP3		✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	PP4				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	PP5				✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SKILLS GENERAL																															
1	KU1				✓	✓	✓											✓								✓			✓		
2	KU2				✓			✓	✓	✓	✓			✓	✓		✓	✓					✓	✓	✓	✓		✓	✓	✓	✓
3	KU3	✓						✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SKILLS SPECIAL																															
1	KK1							✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
2	KK2							✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
3	KK3							✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
4	KK4							✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓

5	KK5							✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
6	KK6							✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Description:																																	
MK1: ETHICOMEDICOLEGAL										MK11: FAMILY PLANNING										MK21: MATERNAL MEDICINE													
MK2: MEDICAL GENETICS										MK12: NORMAL LABOUR CARE										MK22: GYNAECOLOGY MAJOR													
MK3: IMUNOLOGY										MK13 :BASIC SKILL SURGERY										MK23: ONCOLOGY													
MK4: CLINICAL EPIDEMIOLOGY & EVIDENCE-BASED MEDICINE										MK14 :FETOMATERNAL II										MK24: UROGINECOLOGY													
MK5: RESEARCH METHODS										MK15 :GYNAECOLOGY MINOR										MK25: ENDOCRINE AND FERTILITY													
MK6: BIostatISTICS & COMPUTER STATISTICS										MK16: OBSTETRICS & NEONATAL SERVICES COMPREHENSIVE EMERGENCY										MK26: SCIENTIFIC PUBLICATIONS													
MK7: PHYSIOLOGICAL OBSTETRICS										MK17: CLINICAL PRACTICE REVIEW										MK27: GYNAECOLOGICAL SURGICAL SKILLS													
MK8: BASIC OBSTETRICS AND GYNAECOLOGY										MK18: SCIENTIFIC PUBLICATIONS										MK28: SOCIAL OBSTETRICS AND GYNAECOLOGY													
MK9: PATHOLOGICAL OBSTETRICS										MK19 : OBSTETRIC SURGICAL SKILLS										MK29: TESIS													
MK10: FETOMATERNAL I										MK20 : POST OPERATIVE CARE										MK30: PROFESSIONALISM													

III.3. Determination of the amount of course credits

TER SEMES	COURSE CODE	SUBJECT	LECTURE ACTIVITIES					SKS
			GOVERNANCE (MINIT)	DISCUSSION/ BEDSIDE TEACHING (MINUTES)	SCIENTIFIC ASSIGNMENT/PRESENTATION (MINUTES)	SKILL LAB (MINIT)	BATH PRACTICE (MINIT)	
I	20Y00510102	Ethicsomedicolegal	2					2
	20Y00510802	Medical Genetics	2					2
	20Y00510402	Clinical Epidemiology & Evidence-Based Medicine	2					2
	20Y00510202	Research Methods	2					2
	20Y00510302	Biostatistics & Computer Statistics	2					2
	20Y00510902	Immunology	2					2
	20C05510102	Physiological Obstetrics			1		1	2
	20C05510202	Basic Obstetrics and Gynaecology	1				1	2
	II	20C05510302	Pathological Obstetrics			1		1
20C05510406		Fetomaternal I	1	1	1		3	6
20C05510503		Family Planning	1		1		1	3
20C05510602		Normal Labour Care	0.5			0.5	1	2
20C05510702		Basic Skill Surgery	0.5			0.5	1	2
III	20C05520106	Fetomaternal II	1	1	1		3	6
	20C05520202	Gynaecology Minor			1		1	2

	20C05520302	Emergency Obstetric and Neonatal Care	0.5			0.5	1	2
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		Comprehensive						
	20C05520402	Clinical Practice Review			2			2
	20C05520501	Scientific Publications			1			1
IV	20C05520607	Obstetric Surgical Skills	1	2	1		3	7
	20C05520707	Post Operative Care		3	1		3	7
	20C05520802	Maternal Medicine		0.5			1.5	2
V	20C05530102	Major Gynaecology		0.5			1.5	2
	20C05530208	Oncology	1	3	1		4	8
	20C05530306	Urogynaecology	1	2	1		2	6
VI	20C05530406	Endocrine and Fertility	1	2	1		2	6
	20C05530501	Scientific Publications			1			1
	20C05530607	Gynaecology Surgical Skill	1	1			5	7
VII	20C05540106	Social Obstetrics and Gynaecology	1	2	1		2	6
	20C05540207	Thesis	1		3		3	7
VIII	20C05540308	Professionalism					8	8
		TOTAL SKS						111

III.4. Preparation of courses in the curriculum structure

The organisation of courses into the curriculum takes into account the following:

1. The concept of learning that is planned in an effort to fulfil the learning outcomes of graduates;
2. Appropriateness of the location of courses that are adjusted to the order of ability levels and integration between courses;
3. The average student learning load in each semester is 18-20 credits.
4. Hasanuddin University Rector Regulation Number: 7/UN4.1/2019 dated 2 April concerning the implementation of Hasanuddin University Specialisation Program.

SEMESTER	EYE CODE COLLEGE	SUBJECT	SKS
I	20Y00510102	Ethicsomedicolegal	2
	20Y00510802	Medical Genetics	2
	20Y00510402	Clinical Epidemiology & Evidence-Based Medicine	2
	20Y00510202	Research Methods	2
	20Y00510302	Biostatistics & Computer Statistics	2
	20Y00510902	Immunology	2
	20C05510102	Physiological Obstetrics	2
	20C05510202	Basic Obstetrics and Gynaecology	2
II	20C05510302	Pathological Obstetrics	2
	20C05510406	Fetomaternal I	6
	20C05510503	Family Planning	3
	20C05510602	Normal Labour Care	2
	20C05510702	Basic Skill Surgery	2
	III	20C05520106	Fetomaternal II
20C05520202		Gynaecology Minor	2
20C05520302		Comprehensive emergency obstetric and neonatal care	2
20C05520402		Clinical Practice Review	2
20C05520501		Scientific Publications	1
IV		20C05520607	Obstetric Surgical Skills
	20C05520707	Post Operative Care	7
	20C05520802	Maternal Medicine	2
V	20C05530102	Major Gynaecology	2
	20C05530208	Oncology	8
	20C05530306	Urogynaecology	6
VI	20C05530406	Endocrine and Fertility	6
	20C05530501	Scientific Publications	1
	20C05530607	Gynaecology Surgical Skill	7
VII	20C05540106	Social Obstetrics and Gynaecology	6
	20C05540207	Thesis	7
VIII	20C05540308	Professionalism	8
		TOTAL SKS	111

CHAPTER IV. LEARNING STRATEGIES AND METHODS

4.1 CP Mapping and Learning Strategies

CP		Learning Strategy			Course Content
Rana h	Code	Methods	Lecturer's role	Learning Activities	
Attitu de	S1	1, 4, 5, 6	1,7	1,4	1, 7, 9, 10,11,12,13, 14,15,18,19, 20, 21, 22, 23, 24, 26, 27, 28,29,, 30
Knowledge	P1	1,2,4,5,6, 7,8	1,2,3,5, 7, 11	1,2, 4,5,6	10,11,17, 22, 23, 24, 25, 27, 29, 30
	P2	1,2,4,5,6, 7,8	1,2,3,5, 7, 11	1,2, 4,5,6	1.8. 27.29
	P3	1,2,4,5,6, 7,8	1,2,3,5, 7, 11	1,2, 4,5,6	2, 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28,29, 30
	P4	1,2,4,5,6,7,8	1,2,3,5, 7, 11	1,2, 4,5,6	4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28,29, 30
	P5	1,2,4,5,6, 7,8	1,2,3,5, 7, 11	1,2, 4,5,6	4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30
ram pian Umu	KU1	4, 5, 6, 7	7, 11	4,6	4, 5, 6, 9, 17, , 25, 28
	KU2	4, 5, 6, 7	7, 11	4,6	4, 7, 8, 9,10,12,13, 15,16, 22, 22, 23, 24 ,25, 27, 28, 29, 30

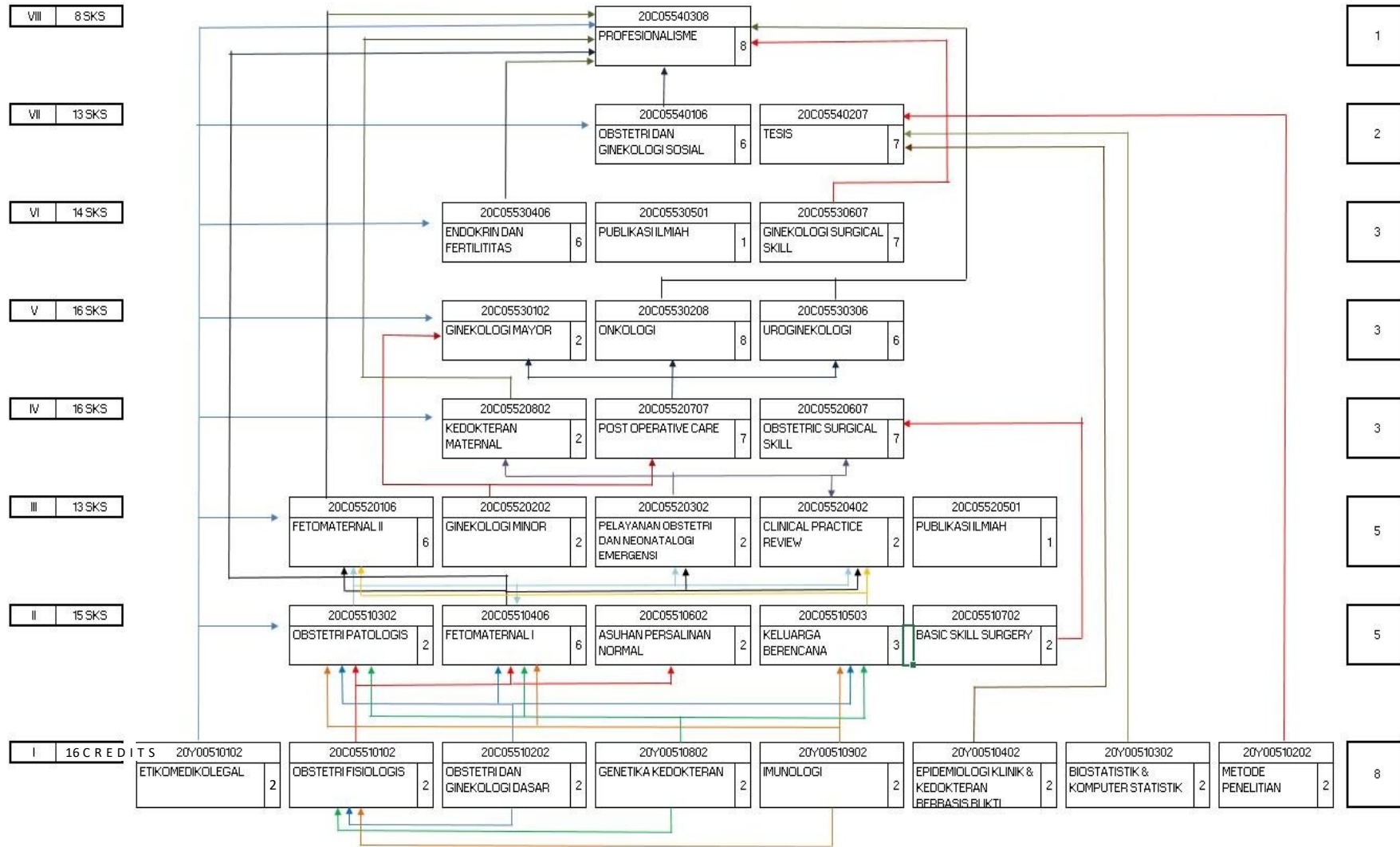
	KU3		4, 5, 6, 7	7, 11	4,5	1, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
Specialised Skills	KK1		1,2,4,5,6,7,8	1,2,3,5, 7, 11	1,2, 3, 4,5,6	7.9.10.11.12. 13.14.15.16. 18.19. 20, 21, 22, 23, 24. 26. 27. 29, 30
	KK2		1,2,4,5,6,7,8	1,2,3,5, 7, 11	1,2, 3, 4,5,6	7.9.10.11.12. 13.14.15.16. 18.19. 20, 21, 22, 23, 24. 26. 27. 29, 30
	KK3		1,2,4,5,6,7,8	1,2,3,5, 7, 11	1,2, 3, 4,5,6	7.9.10.11.12. 13.14.15.16. 18.19. 20, 21, 22, 23, 24. 26. 27. 29, 30
	KK4		1,2,4,5,6,7,8	1,2,3,5, 7, 11	1,2, 3, 4,5,6	7.9.10.11.12. 13.14.15.18. 19. 20, 21, 22, 23, 24. 26. 27. 29, 30
	KK5		1,2,4,5,6,7,8	1,2,3,5, 7, 11	1,2, 3, 4,5,6	7.9.10.11.12. 13.14.15.18. 19. 20, 21, 22, 23, 24. 26. 27. 29, 30
	KK6		1,2,4,5,6,7,8	1,2,3,5, 7, 11	1,2, 3, 4,5,6	7, 9, 10, 11, 12, 13, 14, 15, 18,19, 20, 21, 22, 23, 24, 26, 27, 29, 30

Description

Methods	<ul style="list-style-type: none"> 1 Lecture 2 Small Group Discussion 3 Role-Play & Simulation 4 Discovery Learning (DL) 	<ul style="list-style-type: none"> 5 Self-Directed Learning (SDL) 6 Cooperative Learning (CL) 7 Collaborative Learning (CbL) 8 Contextual Instruction (CI) 	<ul style="list-style-type: none"> 9 Project Based Learning (PjBL) 10 Problem Based Learning and Inquiry (PBL)
Lecturer's role	<ul style="list-style-type: none"> 1 Delivering material (Lecture) 2 Draft discussion materials and discussion rules 3 Moderate and review at the end of each student discussion session. 4 Designing situations/activities that are similar to the real thing, which could be role-playing or various simulation exercises. 	<ul style="list-style-type: none"> 6 Provide data, or clues (methods) to explore a knowledge that must be learnt by students 7 Checking and reviewing student self-study results 8 Design and monitor the learning process and learning outcomes of student groups 9 Prepare a problem/case or form of assignment to be solved by students by 	<ul style="list-style-type: none"> 11 Explain theoretical study materials and relate them to real situations in daily life, or professional, or managerial, or entrepreneurial work. 12 Compiling assignments for students' field studies 13 Design a systematic assignment (project) so that students learn knowledge and skills through a process of inquiry, which is structured and
	<ul style="list-style-type: none"> 5 Discussing student performance 	<ul style="list-style-type: none"> flocking 10 Designing tasks that are open ended 	<ul style="list-style-type: none"> complex
Learning Activities	<ul style="list-style-type: none"> 1 Lecture 2 Responses and Tutorials 	<ul style="list-style-type: none"> 3 Seminar 4 Field Practice 	<ul style="list-style-type: none"> 5 Research 6 Community Service

<p>Course</p>	<p>Mk1 : Ethicomedicolegal Mk2 : Genetics Medicine Mk3: Immunology Mk4: Epidemiology clinic & Evidence-Based Medicine Mk5: Methods Mk6 Research: Biostatistics & Computer Statistics Mk7: Obstetrics Mk8 Physiological: Basic Obstetrics and Gynaecology Mk9: Obstetrics Pathologi cal Mk10: Feto- maternal i</p>	<p>Mk11: Family Planning Mk12: Upbringing Normal Labour Mk13: Basic skills Surgery Mk14 : Fetomaternal ii Mk 15 : Gynaecology Minor Mk16: Services comprehensive emergency obstetrics and neonatal care Mk17: Clinical Practice Review Mk18 : scientific publication Mk19 : obstetric surgical skills Mk20 : post operative care Mk21 : medicine maternal</p>	<p>Mk22 : Gynaecology major Mk23 : Oncology Mk24 : Urogynaecology Mk25 : Endocrine and fertilitas Mk26 : Scientific publications Mk27 : Gynaecology surgica skills Mk28: Obstetrics and Social Gynaecology Mk29: Thesis Mk30: Professionalism</p>
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4.2 Roadmap of Course Learning Outcomes



CHAPTER V.
LEARNING ASSESSMENT STRATEGIES AND
METHODS

5.1 CP Mapping and Learning Assessment Strategy

CP		Assessment Strategy			Course
Realm	Code	Affective	Cognitive	Psychomotor	
Attitude	S1	4	1,2,3	3, 4, 5	1,9,10,11,12, 13,14,15, 18,19, 20, 21, 22, 23, 24, 26, 27, 29, 30
Knowledge	P1	1, 4,5	1,2,3,4,5	3, 4, 5	6, 10, 11, 16, 17, 22, 23, 24, 25, 27, 28, 29, 30
	P2	1, 4,5	1,2,3,4,5	3, 4, 5	2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28,29 30
	P3	1, 3, 4,5	1,2,3,4,5	3, 4, 5	4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28,29, 30
	P4	1, 3, 4,5	1,2,3,4,5	3, 4, 5	4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22,

					23, 24, 25,
					26, 27, 28,29, 30
	P5	1, 3, 4,5	1,2,3,4,5	3, 4, 5	4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30
General Skills	KU1	1, 3, 4,5	1,2,3,4,5	3, 4, 5	5, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30
	KU2	1, 3, 4,5	1,2,3,4,5	3, 4, 5	4, 7, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30
	KU3	1, 3, 4,5	1,2,3,4,5	3,4,5	1, 4, 7, 9,10,11,12,1 3,14,15,16,1 7,18,19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Specialised skills	KK1	1, 3, 4,5	1,2,3,4,5	3, 4, 5	4, 5. 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16,17, 18,19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
	KK2	1, 3, 4,5	1,2,3,4,5	3, 4, 5	2, 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16,17, 18,19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
	KK3	1, 3, 4,5	1,2,3,4,5	3, 4, 5	4. 7, 9, 10, 11, 12, 13, 14, 15, 16,17, 18,19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
	KK4	1, 3, 4,5	1,2,3,4,5	3, 4, 5	7, , 9, 10, 11, 12, 13, 14, 15, 16,17, 18,19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30
	KK5	1, 3, 4,5	1,2,3,4,5	3,4,5	7, 9, 10, 11, 12, 13, 14, 17, 18,19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30
	KK6	1, 3, 4,5	1,2,3,4,5	3, 4,5	7, 9, 10, 11, 12, 13, 14,
					15, 16, 18,19, 20, 21, 22, 23, 28 24, 26, 27, 29, 30

Description:

1. Tutorial/Face-to-Face
2. Written Exam
3. Participation (Case Discussion)
4. Performance (Presentation, Field Practice)
5. Outcome/Report Seminar (Papers, Journals, Portfolios, Scripts)

5.2 . Sample Course Rubric

Competence	0	1	2	3
1. Emergency handling	Candidate does not handle emergencies	Candidate performs emergency management but incompletely	Candidate performs complete but unsystematic emergency management	Candidates perform complete emergency management in a systematic manner
1. Anamnesis and physical examination	Candidate does not perform history taking and physical examination	Candidate performs history taking and physical examination but it is not appropriate for the emergency department.	Candidate performs a history and physical examination appropriate to the emergency condition but incomplete	Candidate conducts a complete history and physical examination appropriate to the emergency condition
2. Perform clinical tests/procedures or interpretation of data to support differential diagnosis/diagnosis	Candidates do not perform supporting examinations Or Candidates perform supporting examinations that don't	Candidates perform relevant supporting examinations However Incomplete and unable to recognise interpretation	Candidates perform relevant supporting examinations complete but unable to interpret it	Candidates perform relevant supporting examinations complete and can interpret it

	relevant			
3. Diagnosis	Candidates do not make a diagnosis eclampsia	Candidates can only establish the diagnosis of eclampsia gravidarum	Candidates can establish the diagnosis of eclampsia gravidarum and hellp syndrome.	Candidates will be able to diagnose eclampsia gravidarum, help syndrome and hypokalemia.
4. Implementation	Candidates do not carry out the implementation	Candidate performs the treatment but the dosage and dosage form are not appropriate.	Candidate performs dose and dosage form management appropriately . But did not decide to have a cesarean section	Candidate performs dose and dosage form management appropriately . and decided to have a cesarean section
5. Professional behaviour	Candidate does not seek informed consent	Seeking informed consent	Request informed consent, and one of the following: <ul style="list-style-type: none"> • perform every action carefully and thoroughly so as not to harm the patient • pay attention to comfort 	Ask for informed consent, and complete the following: <ul style="list-style-type: none"> • perform every action carefully and thoroughly so as not to harm the patient
			n patient <ul style="list-style-type: none"> • take action according to priorities show respect	<ul style="list-style-type: none"> • pay attention to patient comfort • take action

CHAPTER VI. PROGRAMME SPECIFICATIONS STUDY

The Obstetrics and Gynaecology Specialist Doctor Education Study Program at the Faculty of Medicine, UNHAS is designed as a study program that seeks to prepare graduates of Obstetrics and Gynaecology specialist doctors who are humanists with scientific literacy; have quality academic and professional capacity in the field of Obstetrics and Gynaecology, are able to develop reproductive medicine through independent research, conduct critical medical studies, and are able to solve various reproductive medicine problems in society.

Programme name	Obstetrics and Gynaecology Study Programme
Institution	Hasanuddin University
Faculty	Medicine
Address	Jl. Perintis Kemerdekaan Km. 10 Tamalanrea Campus Makassar 90245
Graduate degree	SpOG
Date and Decree No. Establishment	No. 076/U/1980 on 10 March 1980
Accreditation Status	A/Excellent
Date and Decree No. Accreditation	26th August 2017 No: 0473/LAM-PTKes?Akr/Spe/VIII/2017.
Valid until	25 August 2018
Qualification level	Level 8
Total credit	111 CREDITS
Total credit per semester	8-16
Duration of study	8 semesters
Language of introduction	Bahasa Indonesia
Graduate profile	Care provider
	Decision maker
	Communicator
	Community leader
	Manger
	Educator

VII


CLOSING

The curriculum is one of the most important components in the world of education because this curriculum is used as a foundation for developing a more innovative educational process so that it can achieve educational goals according to the expected competencies.

Deficiencies in this curriculum book clearly still exist, therefore gradually this curriculum guide will also undergo revisions, adjusting to the Indonesian National Qualifications Framework, Obstetrics and Gynaecology Specialist Competency Standards, university and faculty academic regulations, and demands for scientific development, as well as suggestions from alumni, graduate users, *stake holders* to adapt to the needs of society.

SEMESTER I

Table 1. RPS Obstetrics Physiology Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	:				
	Study Program Name	: Specialist Doctor Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS): 2		SEMESTER	Date of Preparation
Etikomedikolegal	20Y00510102	Eye Lecture Basis Common	T= 2	P= 0	1	October 12, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	DR.Dr. Gatot Susilo Lawrence, Sp.PA (K), Sp.F, FESC		Dr. Cahyono Kaelan, Ph.D, Sp.PA (K), Sp.S			
Learning Outcomes (LO)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				
	Skills (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.				
	Skills (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the				

	academic community and the larger community through the media.
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies
Course Learning Outcomes (CLO)	
CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics and show an attitude of responsibility for work in their field of expertise independently (A1)
CLO 2	Apply the latest basic and clinical medical sciences to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to holistic and comprehensive management of health problems (K2)
CLO 3	Develop logical, critical, systematic, and creative thinking through scientific research or design creation, compiling a scientific conception of professional medical practice in accordance with divine, noble moral, ethical, disciplined, legal and socio-cultural values and principles (S1)
CLO 4	Practice medicine by realizing limitations, overcoming personal problems, developing themselves, following refreshments, compiling ideas, thoughts and scientific arguments responsibly and based on academic ethics, and communicating through the media to the academic community and the wider community (S2)
CLO 5	Mastering and applying the principles of professional ethics, medical codes of ethics in health services, education, and research and analyzing violations of medical professional ethics and Etikomedikolegal (C3)
Sub Course Learning Outcomes (Sub CLO)	
1	Explain the principles of medical professional ethics
2	Relate and apply certain terminal conditions related to medical professional ethics
3	Explain the laws, laws and regulations regarding health and violations of medical professional ethics and ethicscolegal
4	Explain the doctor's relationship with patients, colleagues, and other health workers
5	Explain about research ethics, clinical trials, animal trials, biological material tests

Brief Description MK	This course will take lecture participants to have the ability to master and apply the principles of medical professional ethics and violations of medical professional ethics so as to improve the quality and quality of the medical profession in health services				
Study Materials/Learning Materials	1	Ethics, Professional Ethics, and Basic Principles of Medical Ethics			
	2	Indonesian Code of Medical Ethics (IDI)			
	3	DNR, Euthanasia, Terminally ill			
	4	Medical Error			
	5	Medical Risk			
	6	Medical Negligence			
	7	Medical Malpractice			
	8	Laws and Regulations on Health			
	9	<i>Relationships between doctors and patients, colleagues, and other health workers</i>			
	10	<i>Confidentiality of Medical Records</i>			
	11	<i>Informed Consent</i>			
	12	<i>Research Ethics (Helsinki Statement)</i>			
	13	<i>Clinical Trials, Animal Trials, and Biological Material Tests</i>			
	14				
Book	Main:				
		1. Indonesian Doctor Competency Standard, SI, 2012			
Courses Prerequisite	Supporter:				
		2. UNESCO Standard of Bioethics in Medical Education, 2014			
		3. WHO Framework of Interprofessional Collaboration Practice, 2010			
Lecturer	Dr. Cahyono Kaelan, Ph.D, Sp.PA (K), Sp.S DR.Dr. Gatot Susilo Lawrence, Sp.PA (K), Sp.F, FESC				
Week to	Sub CLO (End ability of	Valuation	Forms of Learning; Method Learning; Student	Learning Materials	Assessment Weight

	each stage study)			Assignments; Time estimation		(Library)	(%)
		Indicators	Criteria and Shape	Offline	Online (online)		
1	2	3	4	5	6	7	8
1	Students are able to explain the principles of medical professional ethics	<ul style="list-style-type: none"> Accurately summarize and apply principles from ethics, professional ethics, & basic principles; Medical ethics 	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Interactive lecture 1x1x50 minutes Self-sufficient 		Books 1,2,3	5
2	Students are able to explain laws and regulations about health	<ul style="list-style-type: none"> Accuracy in summarizing and applying the Indonesian code of medical ethics (IDI) 	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Interactive lecture 1x1x50 minutes Self-sufficient 		Books 1,2,3	5
3	Students are able to explain About Keadaan	<ul style="list-style-type: none"> Accuracy of summarizing and explaining about DNR 	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Interactive lecture 1x1x50 minutes Self-sufficient 		Books 1,2,3	5

	specific terminals relating to medical professional ethics	<ul style="list-style-type: none"> • Accuracy in summarizing and explaining Euthanasia • Accurately summarize and explain about Terminally ill 					
4	Students are able to explain about laws, laws and regulations regarding health and violations of medical professional ethics and colegal ethics (Medical Error)	<ul style="list-style-type: none"> • Accuracy summarizes and explains violations of medical professional ethics related to Medical Error 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lecture 1x1x50 minutes • Self-sufficient 		Books 1,2,3	5

5	Students are able to explain about laws, laws and regulations regarding health and violations. ethical violations Medical profession and ethiccolegal (Medical Risk)	<ul style="list-style-type: none"> • Accuracy summarizes and explains violations of medical professional ethics related to Medical Risk 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lecture 1x1x50 minutes • Self-sufficient 		Books 1,2,3	5
6	Students are able to explain about laws, laws and regulations regarding health and violations of medical professional ethics and ethiccolegal (Medical Negligence)	<ul style="list-style-type: none"> • Accuracy in summarizing and explaining violations of medical professional ethics related to Medical Negligence 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lecture 1x1x50 minutes • Self-sufficient 		Books 1,2,3	5

7	Students are able to explain about laws, laws and regulations regarding health and violations of medical professional ethics and colegal ethics (Medical Malpractice)	<ul style="list-style-type: none"> • Accuracy summarizes and explains violations of medical professional ethics related to Medical Malpractice 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lecture 1x1x50 minutes • Self-sufficient 		Books 1,2,3	5
8	Midterm exam	<ul style="list-style-type: none"> • Accuracy of correctly answering the material weeks 1-7 	<ul style="list-style-type: none"> • Test 	<ul style="list-style-type: none"> • Test 		Books 1,2,3	20


9	Students are able to explain the laws, laws and regulations regarding health and violations of medical professional ethics and eticomecolgal	<ul style="list-style-type: none"> • Accuracy summarizes and explains the laws, laws and regulations regarding health 	<ul style="list-style-type: none"> • Presentatio n 	<ul style="list-style-type: none"> • Interac tive lecture s • Self- sufficient 		Books 1,2,3	5
10	Students are able to explain the relationship between doctors and patients, colleagues, and other health workers	<ul style="list-style-type: none"> • Accuracy summarizes and explains the rights and obligations of doctors • Accuracy summarizes and explains the rights and obligations of patients • Accuracy summarizes and explains about relationships Doctor Logo: 	<ul style="list-style-type: none"> • Presentatio n 	<ul style="list-style-type: none"> • Interac tive lecture s • Self- sufficient 		Books 1,2,3	5

		<ul style="list-style-type: none"> patient • Accuracy summarizes and explains the relationship between doctors and colleagues • Accuracy summarizes and explains the relationship between doctors and health workers other 					
11	Students are able to explain the relationship between doctors and patients, colleagues, and health workers other	<ul style="list-style-type: none"> • Accuracy in explaining and applying the confidentiality of medical records 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lectures • Self-sufficient 		Books 1,2,3	5

12	Students are able to explain the relationship between doctors and patients, colleagues, and health workers other	<ul style="list-style-type: none"> • Accuracy in explaining and applying about informed consent of each medical action 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lectures • Self-sufficient 		Books 1,2,3	5
13	Students are able to explain about research ethics, clinical trials, animal tests, biological material tests	<ul style="list-style-type: none"> • Accuracy of summarizing and explain on research ethics (Helsinki Statement) • Accuracy in explaining and applying about informed Consent Research 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lectures • Self-sufficient 		Books 1,2,3	5

14	Students are able to explain about research ethics, clinical trials, animal trials, biological material tests	<ul style="list-style-type: none"> • Accuracy summarizes and explains the ethical aspects of clinical trial research • Accuracy summarizes and explains the ethical aspects of animal testing research • Accuracy summarizes and explains the ethical aspects of research testing materials Biologic 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Interactive lectures • Self-sufficient 		Books 1,2,3	5
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
16	End of term exam	<ul style="list-style-type: none"> • Accuracy correctly answers all material Professional Ethics 	<ul style="list-style-type: none"> • Test 	<ul style="list-style-type: none"> • Test 		Books 1,2,3	20

Table 2. RPS Medical Genetics Course

	College Name	: Hasanuddin University				Docu ment Code
	Faculty Name	: Medicine				
	Department Name	: Anatomical Pathology				
	Study Program Name	: Specialist Doctor Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS) : 2		SEMESTER	Date of Preparation
Medical Genetics	20Y0051 0802	General Basic Courses	T= 2	P= 0	1	October 12, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr. Upik A Miskad, PhD, SpPA (K)		Prof. dr. Budu, PhD, SpM (K)		dr. Uleng Bahrun, PhD, Sp.PK(K)	
Learning Outcomes (LO)	CPL PRODI charged to MK					
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				
	Skill (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.				

Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
Course Learning Outcomes (CLO)	
CLO 1	Describe basic knowledge including genetics, molecular biology, histology (K1)
CLO 2	Mastering and explaining the molecular foundations of genetics and genomics (K2)
CLO 3	Analyze and develop critical thinking about genetic disorders and the basic principles of genetic molecular examination and genetic therapy (S1)
CLO 4	Adapting and analyzing the concepts of genetic counseling and prenatal dementia and cancer genetics in obstetrics and gynecology medical practice (S2)
Sub Course Learning Outcomes (Sub CLO)	
1	Students are able to explain about -Fundamentals on DNA, Chromosomes and Cells -Transcription and translation and regulation of genes
2	Students are able to explain genetic variation and genetic inheritance patterns
3	Students are able to explain the principles of molecular genetics, their expression and genetic therapy
4	Students are able to explain about Genetic counseling and Genetic Testing, Cancer genetic and genomics
Brief Description on MK	This course will take lecturers to have the ability to explain the molecular basics of genetics and Genomics in medicine, explains the basic basis of genetic disorders and is able to analyze a genetic disorder and know the principles of molecular genetic examination.
Study Materials/ Learning Materials	<ol style="list-style-type: none"> 1. Structure and function of DNA and chromosomes in cells <ol style="list-style-type: none"> a. Structure and function of nucleic acids b. Structure and function of chromosomes c. DNA and chromosomes in cell division and cell cycle. 2. Gene structure, gene expression and Human Genome organization <ol style="list-style-type: none"> a. Protein-Coding Genes: The process of transcription and translation b. RNA genes and NonCoding RNA

- c. Mitochondrial DNA
- d. Organization and evolution of the human genome
- 3. Genes Regulations and Epigenetics
 - a. Genetic regulation of gene expression
 - b. Chromatin modification and epigenetic factors in gene regulation
- 4. Genetic Variation
 - a. Origins of DNA sequence variations
 - b. DNA Repair
 - c. Genetic variation, polymorphism, SNP and CNV
- 5. Single-Genes Disorders: Inheritance patterns, Phenotype variations.
 - a. Basics of the mendelian inheritance pattern.
 - b. Variations in Expression of the Mendelian Phenotype
 - c. Alleles Frequency in Population.
- 6. How genetic variations cause disease
 - a. DNA mutation, small-large scale mutation
 - b. Chromosomal abnormalities
 - c. Effects of pathogenic variants on phenotype
- 7. Mapping approach and identification of Genetic Susceptibility to disease
- 8. Genetic therapy approach, principles of genetic therapy and stem cell therapy
- 9. Cancer genetics and genomics
 - a. Evolutionary characteristics of cancer in general
 - b. Tumor suppressor genes and oncogenes
 - c. Genomic instability and epigenetic cancer
 - d. New insights from GWAS
- 10. Genetic counseling and Genetic Testing
 - a. Genetic Counseling and Prenatal Diagnosis
 - b. Ethical applications to genetic testing and genetic therapy
- 11. Molecular, Biological and Genetic Examination
 - a. *Basic principles of Chromosome Examination*
 - b. *Basic principles of DNA Molecular Examination (PCR and Sequencing)*
 - c. *Basic principles of Genetic Examination / Forensic DNA*
 - d. *Basic principles of RNA Examination (ISH and Real time PCR)*

	<i>e. Basic principles of Protein Examination (IHC and Elisa)</i>	
Book	Main:	
		<ol style="list-style-type: none"> 1. Genetics and Genomics in Medicine. New York, 2014 2. Tom S, Andrew P.R. Human Molecular Genetic.5th ed. New York; 2019 3. Alberts, Jhonson, Lewis, Morgan, Raff, Roberts, Walter. Molecular Biology of The Cell. 6th ed. 2010
	Supporter:	
		4. Kumar V, Abbas AK, Aster JC. Robbins and Cotran Pathologic Basis of Disease.10th ed. Philadelphia: Saunders; 2018
Lecturer	<ol style="list-style-type: none"> 1. Prof. Dr. Budu, PhD, Sp.M(K), M.Med.Ed 2. dr. Upik A. Miskad, Ph.D, Sp.PA(K) 	
Prerequisite courses	-	

Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8
1	Student can explain about Structure and DNA function and chromosomes on cells (Structure and acid function nucleate, structure and functions chromosome DNA and chromosomes on cell division and cell cycle)	Accuracy in explain Structure and function nucleic acids, Structure and function chromosome DNA and chromosomes on cell division and cell cycle	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5
2	Student can explain About the	Student can explain About the	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5

	<p>structure genes, gene expression and organization</p> <p>Human Genome (Protein-Coding Genes: Process transcription and translation RNA genes and NonCoding RNA)</p>	<p>structure genes, gene expression and organization human genome (Protein-Coding Genes: Process transcription and translation RNA genes and Non Coding RNA)</p>					
3	<p>Student</p> <p>can explain about mitochondrial DNA and Organization and evolution of the human genome</p>	<p>Accuracy in explain about mitochondrial DNA and Organization and the evolution of the human genome</p>	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		<p>Books 1, 2, 3, 4</p>	5
4	<p>Student</p> <p>can explain about Genes regulation and epigenetics (Settings</p>	<p>Accuracy in explain Genes regulation and epigenetics (Settings genetic in gene expression,</p>	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		<p>Books 1, 2, 3, 4</p>	5

	genetic in gene expression, modification chromatin and epigenetic factors on gene regulation)	modification chromatin and epigenetic factors on gene regulation)					
5	Student can explain About the variety genetic (origin of DNA variations sequence, DNA repair, kind- Variety of Variations Genetic Polymorphism Single nucleotide peptide, and copy number variations)	Accuracy in explain genetic variation (origin of variation DNA sequence, DNA repair, miscellaneous genetic variation, Polymorphism Single nucleotide peptide, and copy number variations)	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5


6	Student can explain About Single gene disorders : Inheritance pattern Phenotypic variation (basic pattern Mendelian inheritance, variation of Mendelian phenotypic expression, and allele frequency in populations)	Accuracy in deep explain About Single gene disorders : Inheritance pattern Phenotypic variation (basic pattern Mendelian inheritance, variation of Mendelian phenotypic expression, and allele frequency in populations)	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5
7	Students are able to explain how genetic variations cause disease (DNA mutations, small large mutations)	Accuracy in explaining how genetic variations cause disease (DNA mutations, small large mutations)	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5
8	Students are able to explain chromosomal abnormalities and the effects of pathogenic variants on	Accuracy in explaining chromosomal abnormalities and the effects of pathogenic variants on phenotype	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5

	phenotype						
9	Students are able to explain the mapping approach and identification of genetic susceptibility in diseases	Accuracy in explaining the mapping approach and identification of genetic susceptibility in disease	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	10
10	Students are able to explain the therapeutic approach genetics, principles of genetic therapy, and stem cell therapy	Accuracy in explaining the approach to genetic therapy, principles genetic therapy, and stem cell therapy	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	10
11	Students are able to explain cancer genetics and genomics (evolutionary characteristics of cancer in general, tumor suppressor genes and oncogenes)	Accuracy in describing cancer genetics and genomics (general evolutionary characteristics of cancer, tumor suppressor genes and oncogenes)	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	10

12	Students are able to explain about genomic instability and epigenetics of cancer, new insights from GWAS	Accuracy in explaining genomic instability and epigenetics of cancer, new insights from GWAS	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5
13	Students are able to explain about genetic counsel and genetic testing	Accuracy in explaining genetic counselin and genetic testing	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5
14	Students are able to explain about molecular, biological and genetic examinations (basic principles; examination chromosomes)	Accuracy in explaining about molecular, biological and genetic examination (basic principles; examination chromosomes)	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5
15	Students are able to explain about biological and genetic molecular examination (basic principles of PCR examination and sequencing,	Accuracy in explaining molecular biological and genetic examination (basic principles of PCR examination and sequencing, forensic DNA,	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	10

	forensic DNA, ISH and RT PCR)	ISH and RT PCR)					
16	Students are able to explain about molecular, biological and genetic examinations (basic principles of IHC and ELISA examinations)	Accuracy in explaining about molecular, biological and genetic examination (basic principles of IHC and ELISA examination)	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Lecture • Presentation 		Books 1, 2, 3, 4	5

Table 3. RPS Clinical Epidemiology & Evidence-Based Medicine Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	:Medicine				
	Department Name	:				
	Study Program Name	: Specialist Doctor Education Program				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):	SEMESTER	Date of Preparation	
Clinical Epidemiological & Evidence-Based Medicine	20Y00510402	MDK (Special Basic Material)	2 credits	1	September 2019	
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Prof. Dr. Nur Nasry Noor, MPH Prof. dr. Husein Albar, Sp.A(K)		Prof. Dr. Nur Nasry Noor, MPH			
Learning Outcomes (LO)	CPL PRODI charged to MK					
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				
	Skill (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions				
	Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;				


Course Learning Outcomes (CLO)		
CLO 1		Explain the basics of evidence-based medicine following developing knowledge for patient safety (A1)
CLO 2		Adapting the latest evidence-based basic medicine and clinics to manage health problems holistically and comprehensively (A2)
CLO 3		Analyze clinical procedures with health problems using clinical epidemiology principles and strong evidence of fact-based medicine for patient education (S1)
CLO 4		Analyze individual, family and community health problems comprehensively based on evidence-based medicine to improve the diagnosis of (C1)
Sub Course Learning Outcomes (Sub CLO)		
1		Students are able to explain about the frequency of diseases,
2		Students are able to explain validity and opportunities
3		Students are able to explain biases and confounders
4		Students are able to explain risks and risk indicators
5		Students are able to explain the definition of KBK.
6		Students are able to explain the KBK process
7		Students are able to explain clinical decisions according to KBK
8		Students are able to explain patient management according to KBK in a comprehensive and holistic manner.
9		Students are able to educate patients and families about the disease and necessary monitoring
Brief Description MK	This course studies diagnosis, disease frequency, validity and reliability, opportunities, biases and confounders, risk factors, how to use research results, clinical skills in, making appropriate clinical decisions, and the ability to use research evidence through evidence-based medicine, as well as learning about CBC. The content of this course includes definitions, How to Practice KBK, formulating patient clinical problems, searching for evidence on the internet, critical analysis of downloaded evidence, application of the evidence to patients, re-evaluation of whether the evidence is useful and relevant for management patient.	
Material	1	Disease frequency, morbidity and mortality

Studies/Learning Materials	2	Validity and opportunity
	3	Bias and confounding in research
	4	Risks and risk indicators on causes
	5	Introduction of evidence-based medicine
	6	Formulating clinical questions
	7	Internet searching (searching the evidence via the internet)
	8	Critical review of downloaded evidence (appraising the evidence)
	9	Apply the evidence to the patient
	10	Evaluate the effectiveness and efficiency of evidence that is useful and relevant to the patient
	Book	Main:
		<ol style="list-style-type: none"> 1. Fletcher, Robert H., Fletcher, Suzanne W. Fletcher, and Wagner, Edward H. <i>Clinical Epidemiology, The Essentials</i>, Third Edition, 1996, Williams & Wilkins A Wavehy Company, Baltimore, Maryland 2. Strauss SE, Richardson WS, Glasziou P, Haynes RB. 3rd Edition Elsevier Churchill Livingstone. Edinburgh, London, New York, Oxford, Philadelphia, Toronto 2005.
Supporter:		
		1. Dan Mayer, 2010, Essential Evidence-Based Medicine, Second Edition, University Press, Cambridge
Lecturer	Prof. Dr. Nur Nasry Noor MPH. Prof. dr. Husein Albar, Sp.A (K)	
Prerequisite courses		

Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Shape	Offline	Online (online)		
1	2	3	4	5	6	7	8
1	Students are able to explain the meaning of clinical epidemiology and clinical diagnosis	Objectives of clinical epidemiology and the basis of clinical diagnosis	Written final exam	Lectures, discussions and self-reliance		Book 1	10 %
2	Students are able to explain the frequency, morbidity and mortality values	Type of frequency, morbidity and mortality value	Written final exam	Lectures, discussions and self-reliance		Book 1	20 %
3	Students are able to explain validity and opportunities	The value of validity and reliability and the magnitude of opportunity	Written final exam	Lectures, discussions and self-reliance		Book 1	30 %
4	Students are able to explain various types of biases and confounders in research	Different types of bias as well as the role of confounding in research	Written final exam	Lectures, discussions and self-reliance		Book 1	30 %

5	Students are able to explain risk factors and risk indications on causes	Different types of risk values and definitions of causes and their relationship with risk indicators	Written final exam	Lectures and diction		Book1	10 %
6				Hinteractive lectures			
7	Able to select the latest and best therapeutic evidence in patient management			Lecture Offline / online			40 %
8	Able to select the latest and best diagnostic tests in the patient diagnosis approach			Lecture Offline/ online			40%
9	Able to select the latest and best prognostic evidence in monitoring patient			Lecture Offline/ online			10%
10	Able to select evidence of systematic review in patient management			Lecture Offline/ online			10%
Semest er exams	End of Semester Evaluation to determine the final achievement of student learning outcomes						

Table 4. RPS Medical Immunology Course

	College Name	: Hasanuddin University				Docu ment Code
	Faculty Name	:Medicine				
	Department Name	: Anatomical Pathology				
	Study Program Name	: Specialist Doctor Education Program				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT: 2		SEMESTER	Date of Preparation
Medical Immunology	20Y0051 0902	General Basic Courses	T= 2	P= 0	1	October 12, 2019
AUTHORIZATI ON	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr. Upik A.Miskad, Ph.D, Sp.PA(K)		Prof. dr. Syarifuddin Wahid, Ph.D, Sp.PA(K)		dr. Upik A.Miskad, Ph.D, Sp.PA(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				
	Skill (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.				
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;					

Course Learning Outcomes (CLO)		
CLO 1		Describe and explain basic knowledge including genetics, molecular biology, histology (K1)
CLO 2		Compare and summarize differences in basic immunological concepts and implications in disease pathophysiology (K2)
CLO 3		Analyze the pathogenesis of diseases from organ to cellular level, which includes pathobiology, organ pathology, cellular and subcellular pathology (S1)
CLO 4		Combining and applying immunological processes, disease pathogenesis and applications in disease management (C1)
CPL→Sub Course Learning Outcomes (Sub CLO)		
1		Students are able to explain basic immunology (inert / non-specific immunity)
2		Students are able to explain basic immunology (adaptive immunity)
3		Students are able to explain pathomechanisms and apply immunology in the management of immune-related diseases
4		Students are able to apply applicable and updated immunology techniques in the field of immunology
Brief Description MK	This course will take lecturers to have the ability to master the basics of medical immunology so that they can follow the development of immunology and can be applied in education, research, and health services	
Study Materials/Learning Materials	1	Cells and Tissues in the immune system
	2	Innate immunity
	3	Antigens, antibodies, and complement
	4	Cytokines, immune receptors and signal transduction
	5	Adaptive immunity , MHC Antigen processing, and antigen presentation against T lymphocytes
	6	Development of lymphocytes, rearrangement of antigen receptor genes
	7	Activation and differentiation of T cells
	8	B cell activation and antibody production
	9	Effector mechanisms of cellular immunity and humoral immunity
	10	Reproductive Immunity
	11	Transplant immunology
	12	Immunity to tumors
	13	Immunological and Autoimmune Tolerance

	14	Hypersensitivity and allergic disorders
	15	Congenital and acquired immunodeficiency
	16	Applicative Immunology Techniques and Immunology Updates
Book	Main:	
		1. Abbul K Abbas & Andrew H. Litchman : <i>Celluler and Molecellar Immunology Eight Edition</i>
	Supporter:	
		2. Immunology is easier to understand: Prof.dr. Syarifuddin Wahid, PhD, Sp.PA (K), SpF, dr. Upik A. Miskad, PhD, Sp.PA (K). Surabaya. Brilliant International. 2019 3. Abbas AK, Lichtman AH. Basic Immunology. 4th Ed. Philadelphia: W.B. Saunders Company, 2012.
Lecturer	Prof.dr. Syarifuddin Wahid, PhD, Sp.PA (K), SpF dr. Upik A.Miskad, Ph.D, Sp.PA(K) dr. St Wahyuni, PhD dr. Agussalim Bukhari, M.Med, Ph.D, Sp.GK (K)	
Prerequisite courses		

Week to	Sub CLO (End ability of each stage study)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8
1	Students are able to master the basic immunology of innate immunity (Cells and Tissues in the system immune)	<ul style="list-style-type: none"> Accuracy in correctly answering questions related to Cells and Tissues in the immune system 	<ul style="list-style-type: none"> MCQ 	<ul style="list-style-type: none"> Lecture 		Books 1,2,3	5
2	Students are able to understand the basic immunology of innate immunity	<ul style="list-style-type: none"> Accuracy in answering correctly the questions related to Innate immunity 	<ul style="list-style-type: none"> MCQ 	<ul style="list-style-type: none"> Lecture 		Books 1,2,3	5
3	Students are able to understand the basics of innate immunity (Antigen, antibodies, and	<ul style="list-style-type: none"> Accurately summarize and clarify the mechanisms of adaptive immunity of cells and tissues 	<ul style="list-style-type: none"> MCQ 	<ul style="list-style-type: none"> Lecture 		Books 1,2,3	5

	complement)						
4	Students are able to understand the basics of innate immunity (Cytokines, immune receptors and signal transduction)	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanisms of antigens, antibodies, and complement 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5

5	Students are able to understand the basics adaptive immunity (Adaptive immunity, MHC Antigen processing, and antigen presentation to T lymphocytes)	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanism of antigen processing, and presentation of antigens to T lymphocytes 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5
6	Students are able to understand the basics of adaptive immunity (lymphocyte development , preparation back gene receptor antigen)	<ul style="list-style-type: none"> • Precision summarizes and clarifies the mechanism of the process of development of lymphocytes, the rearrangement of antigen receptor genes 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5


7	Students are able to understand the basics of adaptive immunity (activation and T cell differentiation)	<ul style="list-style-type: none"> Precisely summarize and clarify the mechanisms of T cell activation and differentiation 	<ul style="list-style-type: none"> MCQ 	<ul style="list-style-type: none"> Lecture 		Books 1,2,3	5
8	Students are able to understand the basics of adaptive immunity (B cell activation and production antibodies)	<ul style="list-style-type: none"> Precisely summarize and clarify the mechanisms of B cell activation and antibody production 	<ul style="list-style-type: none"> MCQ 	<ul style="list-style-type: none"> Lecture 		Books 1,2,3	10
9	Students are able to understand the basics of adaptive immunity (mechanisms Effectors of cellular immunity)	<ul style="list-style-type: none"> Accurately summarize and clarify the mechanisms of the effector mechanisms of cellular immunity and humoral immunity 	<ul style="list-style-type: none"> MCQ 	<ul style="list-style-type: none"> Lecture 		Books 1,2,3	10

	and humoral immunity)						
10	Students are able to master material related to clinical immunology (Immunity Reproduction)	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanisms of reproductive immunity 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5
11	Students are able to master material related to immunology clinical (Immunology of transplantation)	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanisms of immunology Transplantation 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5
12	Students are able to master material related to clinical immunology (Immunity against tumors)	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanisms of Immunity to Tumor 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	10

13	Students are able to master the pathotic mechanism of tolerance Immunology and Autoimmune	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanisms of immunological and autoimmune tolerance 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5
14	Students are able to master the pathomechanism of hypersensitivity disorders and allergies	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanisms of hypersensitivity and allergy 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	10
15	Students are able to master the pathomechanism coengental immunodeficiency and gains.	<ul style="list-style-type: none"> • Accurately summarize and clarify the mechanisms of immunodeficiency congenital and acquired 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5

16	Students are able to explain applicable immunology techniques and Immunology updates	<ul style="list-style-type: none"> • Accuracy in summarizing and clarifying the material of applicable immunological techniques and updates immunology 	<ul style="list-style-type: none"> • MCQ 	<ul style="list-style-type: none"> • Lecture 		Books 1,2,3	5
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Table 5. RPS Research Methodology Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	:Medicine				
	Department Name	:				
	Study Program Name	: Specialist Doctor Education Program				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Research Methods	20Y00510202	MDU (General Basic Material)	2	Credits	1	October 26, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Prof.Dr.dr.Dasril Daud Sp.A(K) Prof.Dr.dr.Suryani As'ad MSc,SpGK(K)		Prof.Dr.dr.Dasril Daud, Sp.A(K)			
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				

Skill (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.
Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.

Course Learning Outcomes (CLO)	
CLO 1	Mastering knowledge and skills as well as following the development of science and technology and applying the principles of- principles and methods of scientific thinking in solving health problems accordingly (K1) his specialty.
CLO 2	Able to recognize, formulate approaches to solving and prioritizing health problems by means of scientific reasoning, through planning, implementation and evaluation of preventive, promotive, curative and rehabilitative efforts (K2)
CLO 3	Able to handle each case with high professional ability through a medical approach pattern evidence-based medicine and improve the quantity and quality of basic, clinical and field research (S1)
CLO 4	Able to find, plan and carry out education and research independently and develop and disseminate health sciences in accordance with advances in science and technology by applying procedures for compiling proposals, conducting research, assessing research results, and publishing them. (S2)
Sub Course Learning Outcomes (Sub CLO)	
1	Able to explain, knowledge: scientific and non-scientific approaches, definition of research and search for literature.
2	Able to develop research problems, set research goals, create research titles.

	3	Able to apply literature review
	4	Able to develop theoretical frameworks and compile concept frameworks
	5	Able to establish the type of hypothesis and test the appropriate hypothesis.
	6	Able to identify, classify variables, operational definitions and objective criteria of variables
	7	Able to determine the appropriate research design to answer research problems and prove
	8	hypotheses. Able to determine population, determine the number of samples and how to take
	9	samples
	10	Able to establish instrumentation and make measurements for data collection
	11	Able to apply the principles of research ethics
	12	Able to do how to write references
	13	Able to explain and systematize research proposals and reports
Brief Description MK	This course studies research methodology in applied form (application) and is presented in stages. This course includes research problems (identification and formulation of problems), research objectives (general objectives and special objectives), research benefits (benefits of science development and application benefits), research titles, literature review, theoretical framework and concept framework, hypothesis preparation, research variables, research design (Observational and Experimental), Research population (determination of the number and method of sampling), instrumentation and measurement, data collection, principles of research ethics, systematics of research proposals and reports. So it is expected that PPDS participants will be able to make research proposals, apply research, and compile research reports and be able to publish research results.	
Study Materials/Learning Materials	1	Basic principles and objectives of research methodology
	2	Scientific and non-scientific approaches, definition of research and search for literature.
	3	Development of research problems, setting research goals, writing research titles.
	4	Literature review
	5	Development of
	6	theoretical framework
	7	Preparation of concept
8	framework Research	
9	Hypothesis	
10	Identification, classification of research variables, operational definitions and objective criteria of variables	
11	Observational study design	

	1 2 3	Experimental study design Population and sample Instrumentation and measurement Research ethics Research report					
Book	Main:						
	1. DESIGNING CLINICAL RESEARCH, Stephen B. Hulley & Steven Cummings 2. MEDICAL EPIDEMIOLOGY, Raymond S. Greenberg cs						
	Supporter:						
1. FUNDAMENTALS OF CLINICAL RESEARCH METHODOLOGY, Sudigdo Sastroasmoro & Sofyan Ismael,							
Lecturer	1. Prof. Dr. dr. Dasril Daud, Sp. A(K) 2. Prof. Dr. dr. Suryani As'ad, Msc Sp.GK						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Assignment Student; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Shape	Offline	Online (online)		
1	2	3	4	5	6	7	8
1	Able to explain, knowledge: scientific and non-scientific approaches, definition of research and search	Accuracy in explaining scientific and non-scientific approaches, research definitions and search	Scoring Guidelines (Marking Scheme) Non-test form: compiling Related Papers with	1.Face-to-face lectures 2.Discussion(TM : 1x(2x50)") 3.Assignment: drafting papers	LMS Unhas	Main: library1 & 2 Supporters: library1	7% of target achievement

	literature.	literature	the topic of the proposal	related to the topic of the proposal that will be made in accordance with the lecture			
2	Able to develop research problems, set research goals, formulate benefits, create research titles.	1. Identify the background of the problem 2. formulation of research problems. 3. Research objectives: general and specific objectives 4.5. Research benefits 5. Title research	Assignment sheets and weekly exams at the same time	1. Face-to-face lectures 2. Discussion (TM : 1x(2x50")) 3. Task : prepare a Chapter I proposal (Background of the problem, problem formulation, research objectives, research benefits)	LMS Unhas	Main: library Supporters: library	7% of target achievement

3	Able to apply literature review	<ol style="list-style-type: none"> 1. <i>Searching medical information</i> 2. <i>Imiah information search strategy</i> 3. <i>Sources of scientific information</i> 4. <i>The level of Confidence</i> 5. <i>Writing Libraries</i> 	Assignment sheets and weekly exams at the same time	<ol style="list-style-type: none"> 1. Face-to-face lectures 2. Discussion(TM : 1x(2x50")) 3. Task : compile a proposal for the Literature Review Chapter 	LMS Unhas	Main: library1 & 2 Supporters: library1	7% of target achievement
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4/5	Able to develop theoretical frameworks and compile concept frameworks	<ol style="list-style-type: none"> 1. Identify factors at play 2. Explanation of the scientific basis 3. Synthesis of theoretical frameworks and frameworks 	Assignment sheets and weekly exams at the same time	<ol style="list-style-type: none"> 1. Face-to-face lectures 2. Discussion(TM : 1x(2x50")) 3. Task : develop a theoretical framework and concept framework 	LMS Unhas	Main: library Supporters: library	14% of target achievement
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		concept					
6	Able to establish the type of hypothesis and test the appropriate hypothesis.	<ol style="list-style-type: none"> 1.Theory, concept, generalization 2.Hypothesis structure 3.Hypothesis formulation 	Assignment sheets and weekly exams at the same time	<ol style="list-style-type: none"> 1.Face-to-face lectures 2.Discussion(TM : 1x(2x50")) 3.Task : formulate hypotheses 	LMS Unhas	Main: library 1 & 2 Supporters: library 1	7% of target achievement
7	Able to identify, classify variables, operational definitions and variable objectivity criteria	<ol style="list-style-type: none"> 1.Variable identification 2.Variable classification 3.Variable definition 	Assignment sheets and weekly exams at the same time	<ol style="list-style-type: none"> 1.Face-to-face lectures 2.Discussion(TM : 1x(2x50")) 3.Task : assign variable (dependent, 	LMS Unhas	Main: library 1 & 2 Supporters: library 1	7% of target achievement

8/9	<p>Able to determine the appropriate research design to answer research problems and prove hypotheses.</p> <p>Able to establish populations and samples</p>	<ol style="list-style-type: none"> 1. Observational study design 2. Intervention research design 	Assignment sheets and weekly exams at the same time	<p>independent, intermediate and variable control), establishing operational definitions and objective criteria</p> <ol style="list-style-type: none"> 1. Face-to-face lectures 2. Discussion (TM : 1x(2x50")) 3. Task: determine the research design (whether observational or interventional) <p>1. Face-to-face lectures</p>	LMS Unhas	Main: library 1 & 2 Supporters: library 1	14% of target achievement
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10	Able to calculate sample size, sample type and data collection strategy	<ol style="list-style-type: none"> 1. Target population and reachable, subjects studied 2. Inclusion and exclusion criteria 3. Randomization 	Assignment sheets and weekly exams at the same time	<ol style="list-style-type: none"> 2. Discussion(TM : 1x(2x50)") 3. Tasks: establish population, randomization methods, inclusion and exclusion criteria 	LMS Unhas	Main: library 1 & 2 Supporters: library 1	7% of target achievement
11	Able to assign instruments and take measurements for data collection	<ol style="list-style-type: none"> 1. Sample size 2. 3. Strategy sampling type Data collection 	Assignment sheets and weekly exams at the same time	<ol style="list-style-type: none"> 1. Face-to-face lectures 2. Discussion(TM : 1x(2x50)") 3. Task: calculate sample size, sample type, and data collection strategy 	LMS Unhas	Main: library 1 & 2 Supporters : library 1	7% of target achievement
12		Instrumentation and measurement	Assignment sheet and final exam at the same time	<ol style="list-style-type: none"> 1. Face-to-face lectures 2. Discussion(TM : 1x(2x50)") 3. Task : 	LMS Unhas	Main: libraries 1 & 2 Supporters: library1	7% of Achievement target

				choosing instruments Data collection and how to explain how data is collected			
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13	Able to apply the principles of research ethics	Research ethics	Assignment sheets and assessments at the same time	1.Face-to-face lectures 2.Discussion(TM : 1x(2x50")) 3.Task: write the components of research ethics considerations and prepare documents proposing the feasibility of research ethics	LMS Unhas	Main: library1 & 2 Supporters: library 1	7% of Achievement target
14	Able to explain and systematize research proposals and reports and publications	1.Systematics of research proposals and reports	Assignment sheets and assessments at the same time	1.Face-to-face lectures 2.Discussion(TM : 1x(2x50")) 3.Task : compile a complete proposal	LMS Unhas	Main: libraries1 & 2 Supporters: Library 1	7% of target achievement

		Research 2.Content description Research proposal and research report 3.Make a proposal research					
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Table 6. RPS Biostatistics & Computer Statistics Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	:Medicine				
	Department Name	:				
	Study Program Name	: Specialist Doctor Education Program				
SEMESTER LESSON PLAN						
COURSE (MK)		CODE	MK Family	WEIGHT (SKS):	SEMESTER	Date of Preparation
Biostatistics & Computer Statistics		20Y00510302	MDU (General Basic Material)	2 Credits	1	October 26, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	MK Lecturer Team. Biostatistics		Dr. dr. Burhanuddin Bahar, MS.			
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Knowledge (K1)	Demonstrate theoretical concepts and skills individually and in community, using medical and surgical science with integrity to prevent, diagnose, and treat conditions related to women's reproductive health				
	Knowledge (K2)	Thinking to analyze and solve reproductive health problems in ethics, humanities, and basic health law on a national scale using an inter or multidisciplinary approach, as well as mastering information technology application methods in order to develop knowledge, skills, and technology, especially in the fields of obstetrics and gynecology				

	Skill (S1)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
	Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
	Course Learning Outcomes (CLO)	
	CLO 1	Identify basic concepts of statistical science and determination of population and sample (K1)
	CLO 2	Formulate a resolution approach and prioritize health problems by means of scientific reasoning (K2)
	CLO 3	Determine and formulate appropriate statistical tests in research (S1)
	CLO 4	Apply appropriate statistical tests in the processing of research data to reach the right conclusions scientifically accounted for. (S2)

Sub-CLO	<p>After completing all lecture activities, students are able to:</p> <ol style="list-style-type: none"> 1. Describe basic statistical concepts 2. Determining the population and sample of the study 3. Compare and apply parametric and non-parametric statistics to research data analysis 4. Determine the right hypothesis test for research 5. Able to apply descriptive statistics to research data 6. Able to apply comparative hypothesis tests of numerical variables (two groups and more than two groups) 7. Able to apply hypothesis tests of categorical variables (paired and unpaired) 8. Able to apply correlative hypothesis tests 9. Able to apply multivariate analysis
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	<p>10. Able to apply diagnostic test analysis</p> <p>11. Able to compile <i>systematic reviews</i> and <i>meta analysis</i></p>
Course brief description	<p>This course studies the concepts of statistics in the specialist doctor program which includes the basic concepts of statistics, the concept of hypothesis and testing, the concept of parametric and non-parametric tests, the application of bivariate and multivariate statistics, and the application of survival analysis. In this course, students are also trained to compile systematic reviews and meta-analysis correctly which are the main components of evidence-based practice in the development of science and technology through research.</p>
Study materials/learning materials	<p>The learning materials for the Biostatistics course include:</p> <ol style="list-style-type: none"> 1. Basic concepts of statistics 2. Population and sample 3. Parametric and non-parametric statistics 4. Hypothesis test selection procedure 5. Descriptive Statistics 6. Test the comparative hypothesis of numerical variables 7. Test the hypothesis of categorical variables 8. Correlative hypothesis 9. Multivariate analysis 10. Diagnostic test analysis 11. Systematic review and meta analysis
Lecturer	<p>MK Coordinator: Dr. dr. Burhanuddin Bahar, MS.</p> <p>Lecturer Team:</p> <ol style="list-style-type: none"> 1. Dr. dr. Andi Alfian Zainuddin, MKM 2. dr. Gita Vita Soraya, PhD
Required Courses	None

1	2	3	4	5	6	7	8
Th Meeting	Sub-CLO	Assessment indicators	Criteria and forms of assessment	Forms, learning methods, and assignments [time estimation]	Learning materials [Bibliography/learning resources]	Assessment weight (%)	Lecturer

				Offline	Online			
I	Apply the concept of academic integrity in general and the concept of plagiarism in particular, in terms of the types of plagiarism, the consequences of violations and efforts to prevent them;	<ol style="list-style-type: none"> 1. Able to attend lectures at least 80% attendance 2. Able to carry out assignments responsibly 3. Able to do assignments without doing various plagiarism actions (including <i>copy-paste</i>) 	<p>Non-test form:</p> <ol style="list-style-type: none"> 1. According to academic regulations, if attendance is <80%, then it is not eligible to take the final exam; 2. Not work on / collect assignments then there is no value for related material; 3. Committing plagiarism, 		<p>Online meetings via Zoom or other platforms (TM: 1 x 50')</p>	<p>Lecture contracts and rules for making assignments</p> <ol style="list-style-type: none"> a. Schedule of activities b. Technical implementation of activities c. References and learning 		<p>MK Coordinator: Dr. dr. Burhanuddin Bahar, MS.</p>

			then there is no value in related assignments / materials.			media Assignments and assessments		
Describe the basic concepts of statistics in Science	<ol style="list-style-type: none"> 1. Able to explain the basic concepts of biostatistics 2. Able to explain the role of biostatistics in research design, data collection, data analysis, and data interpretation 	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and Q&A 	<ol style="list-style-type: none"> 1. Self-study: reading the references given 2. Work on tasks <p>[BT + BM: (1+1)x(1 x 60')]</p>	<p>Online presentations and discussions (via Zoom or other online meeting platforms)</p> <p>TM: 1 x 50'</p>	<ol style="list-style-type: none"> 1. Dunn JO, Clark VA. (2009). Basic Statistics : a primer for the biomedical sciences (p. 1 - 34). 2. Yan F, Robert M, Li Y. (2017). Statistical methods and common problems 	5	Dr. dr. Burhanuddin Bahar, MS.	

						in medical or biomedical science research (p. 1 – 7).		
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II	Determining the population and sample of the study	<ol style="list-style-type: none"> 1. Can explain the basic concepts of population and sample 2. Can Describe sample types 3. Can Explain the basis for sampling <ol style="list-style-type: none"> i. Reason Sampling ii. Sample Probability vs Non-probability iii. Technique Sampling 	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and Q&A 	<ol style="list-style-type: none"> 1. Self-study reading references given 2. Work tasks at SIKCA <p>[BT +</p>	<p>Online presentations and discussions (via Zoom or other online meeting platform</p>	<ol style="list-style-type: none"> 1. Dunn JO, Clark VA. (2009). Basic Statistics: a primer for the biomedical sciences (p. 13 - 26). 2. Other references from 	5	Dr. dr. Andi Alfian Zainuddin, MKM
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		<p>iv. Number of samples for proportion estimation</p> <p>v. Number of samples for hypothesis test</p> <p>4. Can Applying sampling methods to research</p>		<p>BM: (1+1) x(2 x 60')]</p>	<p>ms)</p> <p>TM: 2 x 50'</p>	Lecturer		
III	Compare and apply parametric and non-parametric statistics to	1. Able to explain basic concepts, characteristics, advantages, weaknesses, applications, and types of tests	Assessment criteria: Accuracy and accuracy in creating assignments and presenting material	Self-study: reading references given	Online lectures, presentations, and discussions (via Zoom or	References from Lecturers	5	Dr. dr. Burhanuddin Bahar, MS.

					other online meetin g platfor ms)			
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	Analysis of research data	Parametric Statistics in Research 2. Able to explain basic concepts, characteristics, advantages, weaknesses, applications, and types of non-statistical tests Parametric s in Research	Non-test form: 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and Q&A	2. Do the tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')]	TM: 2 x 50'			
	Determine	1. Able to explain descriptive statistics of bivariate and multivariate analysis 2. Able to understand the correct flow of thinking in	Assessment criteria: Accuracy and accuracy in creating	1. Self- study: reading reference	Online lectures, presentations	1. Dahlan MS. (2015). Statistics for medicine and health: description, bivariate, and		

IV	the right hypothesis test for research	<p>determining the appropriate hypothesis test for bivariate analysis</p> <p>3. Able to understand the correct flow of thinking in determining the appropriate hypothesis test for multivariate analysis</p> <p>4. Able to determine precisely the value of probability and confidence intervals</p>	<p>assignments and presenting material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and Q&A 	<p>s</p> <p>Given</p> <p>2. Work on tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')]</p>	<p>, and discussions (via Zoom or other online meeting platforms)</p> <p>TM: 2 x 50'</p>	<p>multivariate with applications using SPSS. Jakarta: Salemba Medika Publishers.</p> <p>2. Dunn JO, Clark VA. (2009). Basic Statistics: a primer for the biomedical sciences (p. 95 - 116).</p> <p>3. Other references from Lecturer</p>	5	Dr. dr. Burhan uddin Bahar, MS.
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V	Able to apply descriptive statistics to research data	<ol style="list-style-type: none"> 1. Able to input data in the SPSS program 2. Able to change data from one scale to another 3. Able to create categorical variable descriptions 4. Able to create numeric variable descriptions 5. Able to determine whether a data has a normal distribution or not 6. Able to perform data transformation to normalize abnormally distributed data 	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and Q&A 	<ol style="list-style-type: none"> 1. Self-study: reading the references given 2. Do tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')] 	<p>Lectures, hands-on SPSS, and online discussions (via Zoom or other online meeting platforms)</p> <p>TM: 2 x 50'</p>	<ol style="list-style-type: none"> 1. Program SPSS 2. Dahlan MS. (2015). Statistics for medicine and health: description, bivariate, and multivariate with applications using SPSS. Jakarta: Salemba Medika Publishers 3. Dunn JO, Clark VA. (2009). Basic Statistics 	5	Dr. dr. Andi Alfian Zainuddin, MKM
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						<p>: a primer for the biomedical sciences : p. 27 - 34; p. 63 - 78;</p> <p>4. Other references from Lecturer</p>		
VI - VII	Able to apply comparative hypothesis tests of numerical variables (two groups and more than two groups)	<ol style="list-style-type: none"> 1. Can apply to the SPSS program: <ol style="list-style-type: none"> a. Unpaired T test b. Paired T test c. Test Mann-Whitney d. Wilcoxon Test e. One way ANOVA 	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 	<ol style="list-style-type: none"> 1. Self-study: reading the references given 2. Work on tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')] 	<p>Lectures, hands-on SPSS, and online discussions (via Zoom or other online meeting platforms)</p> <p>TM: 2 x 50'</p>	<ol style="list-style-type: none"> 1. Program SPSS 2. Dahlan MS. (2015). Statistics for medicine and health: description, bivariate, and multivariate with applications using SPSS. Jakarta: 	10	Dr. dr. Burhanuddin Bahar, MS.

		<ul style="list-style-type: none"> f. Kruskal Test-Wallis g. Repeated ANOVA test h. Friedman Test <p>2. Able to apply how to report the results of each statistical test above correctly</p>	<p>4. Discussion and Q&A</p>			<p>Salemba Medika Publishers</p> <p>.</p> <ul style="list-style-type: none"> 3. Dunn JO, Clark VA. (2009). Basic Statistics: a primer for the biomedical sciences 4. Other references from Lecturer 		
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VIII - IX	Able to apply hypothesis tests of categorical variables (paired and unpaired)	<ol style="list-style-type: none"> 1. Able to apply to the SPSS program: <ol style="list-style-type: none"> a. Chi-Square Test b. Fisher Test c. Kolmogorov Test-Smirnov d. Unpaired categorical comparative hypothesis test other than tables 2x2 and 2xK e. McNemar test of the combined categorical comparative hypothesis of the 2x2 	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form: <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and Q&A </p>	<ol style="list-style-type: none"> 1. Self-study: reading the references given 2. Do tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')] 	<p>Lectures, hands-on SPSS, and online discussions (via Zoom or other online meeting platforms)</p> <p>TM: 2 x 50'</p>	<ol style="list-style-type: none"> 1. Program SPSS 2. Dahlan MS. (2015). Statistics for medicine and health: description, bivariate, and multivariate with applications using SPSS. Jakarta: Salemba Medika Publishers 3. Dunn JO, Clark VA. (2009). Basic 	10	Dr. dr. Andi Alfian Zainuddin, MKM
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		<p>principle</p> <p>f. Marginal test of homogeneity of comparative hypotheses</p>				<p>Statistics: a primer for the biomedical sciences.</p> <p>4. Other references from Lecturer</p>		
		<p>Categorical paired principle $2 \times (>2)$</p> <p>g. Cochran test of the comparative hypothesis categorical paired principle $(>2) \times 2$</p> <p>2. Able to apply how to report the results of each statistical test above correctly</p>						

X	Able to apply correlative hypothesis tests	<ol style="list-style-type: none"> 1. Can apply to the SPSS program: <ol style="list-style-type: none"> a. Pears on correlation test b. Spearman correlation test c. Gamm a and Somer' s correlat ion test d. Contingen cy coefficient and lambda correlation test 2. Can apply how to report the results of each statistical test 	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussio n and Q&A 	<ol style="list-style-type: none"> 1. Self-study: reading the references given 2. Do tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')] 	<p>Lectures, hands-on SPSS, and online discussio ns (via Zoom or other online meeting platforms)</p> <p>TM: 2 x 50'</p>	<ol style="list-style-type: none"> 1. Program SPSS 2. Dahlan MS. (2015). Statistics for medicine and health: description , bivariate, and multivariat e with application s using SPSS. Jakarta: Salemba Medika Publishers 3. Dunn JO, Clark VA. (2009). Basic Statistic s: a primer 	5	Dr. dr. Andi Alfian Zainuddin, MKM
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		above correctly				for the biomedical sciences. 4. Other references from Lecturer		
XI - XI I	Conduct multivariate analysis	<ol style="list-style-type: none"> 1. Able to explain the type of multivariate analysis 2. Able to compile multivariate analysis steps 3. Able to determine the size of the strength of the relationship between odds ratio and relative risk 4. Able to apply logistic regression analysis 5. Able to apply 	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and 	<ol style="list-style-type: none"> 1. Self-study: reading the references given 2. Do tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')] 	<p>Lectures, hands-on SPSS, and online discussions (via Zoom or other online meeting platforms)</p> <p>TM: 2 x 50'</p>	<ol style="list-style-type: none"> 1. Program SPSS 2. Dahlan MS. (2015). Statistics for medicine and health: description, bivariate, and multivariate with applications using SPSS. Jakarta: Salemba Medika Publishers 	10	Dr. dr. Burhanuddin Bahar, MS.

		<p>linear regression analysis</p> <p>6. Able to assess linear regression requirements</p> <p>7. Able to determine the odds ratio for more than two categorical variables category</p>	Q&A			<p>3. Dunn JO, Clark VA. (2009). Basic Statistics: a primer for the biomedical sciences.</p> <p>4. Other references from Lecturer</p>		
XI II	Perform diagnostic test analysis	<p>1. Able to understand the characteristics and functions of diagnostic test analysis</p> <p>2. Able to estimate sensitivity, specificity, negative predictive</p>	<p>Assessment criteria: Accuracy and accuracy in creating assignments and presenting material</p> <p>Non-test form: 1. Reading assignments 2. Written</p>	<p>1. Self-study: reading references Given</p> <p>2. Work on tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')]</p>	Lectures, hands-on SPSS, and online discussions (via Zoom or other online meeting platforms)	<p>1. SPSS program and/or other programs</p> <p>2. Dunn JO, Clark VA. (2009). Basic Statistics</p>	5	dr. Gita Vita Soraya, PhD


		value, positive predictive value	assignments 3. Presentation		TM: 2 x 50'	s: a primer for the biomedical sciences. (p. 201 – 216)		
		3. Able to determine and interpret ROC and AUC curves	4. Discussion and Q&A			3. Other references from the Lecturer		
	Compile	<ol style="list-style-type: none"> 1. Can comparing SR and MA 2. Able to explain the characteristics, objectives, and functions of writing SR / MA 3. Able to carry out the steps of preparing SR / MA: <ol style="list-style-type: none"> a. Structuring research questions 	Assessment criteria: Accuracy and accuracy in creating assignments and presenting	<ol style="list-style-type: none"> 1. Self-study: reading references Given 2. Work on 	Online lectures, hands-on, presentati	<ol style="list-style-type: none"> 1. Tawfik GM, et al. A step by step guide for conducting a systematic review and meta-analysis with simulation data. Tropical 		

<p>XIV - XVI</p>	<p><i>systematic reviews and meta-analysis</i> in the field of Science</p>	<p>and validating them</p> <ol style="list-style-type: none"> b. Drawing up criteria c. Strategize your search d. Perform a database search e. Develop protocols and register them f. Screening titles and abstracts g. Perform full-text screening h. Perform a manual search 	<p>material</p> <p>Non-test form:</p> <ol style="list-style-type: none"> 1. Reading assignments 2. Written assignments 3. Presentation 4. Discussion and Q&A 	<p>tasks at SIKOLA [BT + BM: (1+1)x(2 x 60')]</p>	<p>ons, and discussions (via Zoom or other online meeting platforms)</p> <p>TM: 2 x 50'</p>	<p>Medicine and Health (2019) 47:46.</p> <ol style="list-style-type: none"> 2. Munn Z, et al. What kind of systematic review should I conduct? A proposed typology and guidance for systematic reviewers in the medical and health sciences. BMC Medical Research Methodology (2018) 18:5 3. Mikolajewicz N, 	<p>15</p>	<p>dr. Gita Vita Soraya, PhD</p>
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						Komarov a SV. Meta- Analytic Methodo logy for Basic Researc h: A Practical Guide. Front. Physiol., 27 March 2019. https://doi.org/10.3389/fphys.2019.00808		
		<ul style="list-style-type: none"> i. Extract data and assess its quality j. Perform data checking k. Write SR/MA manuscript 				<p>4. Other references from the Supervisor</p>		
XVII	Able to reflect on the learning outcomes of MK.	Able to complete a written exam that assesses student mastery of learning outcomes	Accuracy and completeness of answering test	Self-study of exam preparation	Test Deaf online TM: 2 x 50'	-	20	TEAM

	Biostatistics	Courses	questions Test form: Essay writing exam					
<ol style="list-style-type: none"> 1. Dunn JO, Clark VA. (2009). Basic Statistics: a primer for the biomedical sciences (p. 1 - 34). 2. Yan F, Robert M, Li Y. (2017). Statistical methods and common problems in medical or biomedical science research (p. 1 – 7). 3. Dahlan MS. (2011). Statistics for medicine and health: description, bivariate, and multivariate with applications using SPSS. Jakarta: Salemba Medika Publishers. 4. Tawfik GM, et al. A step by step guide for conducting a systematic review and meta-analysis with simulation data. Tropical Medicine and Health (2019) 47:46. 5. Munn Z, et al. What kind of systematic review should I conduct? A proposed typology and guidance for systematic reviewers in the medical and health sciences. BMC Medical Research Methodology (2018) 18:5 6. Mikolajewicz N, Komarova SV. Meta-Analytic Methodology for Basic Research: A Practical Guide. Front. Physiol., 27 March 2019. https://doi.org/10.3389/fphys.2019.00203 7. Textbooks / research articles / review articles from various journals given by the supervisor 								

Table 7. RPS Obstetrics Physiology Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family		WEIGHT (SKS):	SEMESTER	Date of Preparation
Obstetric Physiology	20C05510102			2	1	20-09-2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	dr. Lenny Maria Lisal, Sp. OG (K)		Dr. dr. Deviana S Riu, Sp. OG (K)		Dr. dr. Nugraha Utama Pelupessy, Sp. OG (K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				
	Skill (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.				

Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies
Course Learning Outcomes (CLO)	
CLO 1	Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture. (A1)
CLO 2	Apply the latest basic and clinical medical sciences to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to holistic and comprehensive management of health problems (K1)
CLO 3	Practice medicine by realizing limitations, overcoming personal problems, developing yourself, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety (K2)
CLO 4	Applying physiological changes and development of pregnant women in obstetric prophylaxis, therapy, and application (S1)
CLO 5	Apply the latest basic and clinical medical sciences to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to holistic and comprehensive management of health problems (S2)

	CLO 6	Apply clinical procedures according to their authority related to health problems using the principles of patient safety, as well as the safety of themselves and others (<i>universal precaution</i>) (C1)
	CLO 7	Managing individual, family and community health problems in a comprehensive, holistic, coordinative, collaborative and sustainable manner in the context of primary health care (C2)
	CLO 8	Develop and apply science and link basic obstetric science in individual, family, and community health applications (C3)
	Sub Course Learning Outcomes (Sub CLO)	
	1	Students are able to explain about Anatomy, Histology and Physiology of Female Reproductive Organs
	2	Students are able to explain about Pre-Conception Counseling
	3	Students are able to explain about Physiological Changes in Pregnant Women
	4	Students are able to explain about Placenta Implantation and Development
	5	Students are able to explain about Embryogenesis and Fetal Development
	6	Students are able to explain about Basic Antenatal Care Services
	7	Students are able to explain the Physiology of Labor
	8	Students are able to explain the physiology of puerperium
Brief Description MK	This course studies Obstetrics Physiology along with the factors that influence the occurrence of problems in these physiological conditions and efforts to overcome them. The content of this course includes Anatomy, Histology and Physiology of Reproductive Organs; Pre-conception counseling; Physiological Changes in Pregnant Women; Implantation and Development of the Placenta; Embryogenesis and Fetal Development; Basic antenatal care examination; Physiology of Childbirth and Physiology of the Puerperium.	
Study Materials/Learning Materials	1	Anatomy, Histology and Physiology of Reproductive Organs
	2	Pre-conception counseling
	3	Physiological Changes in Pregnant Women
	4	Implantation and Development of the Placenta
	5	Embryogenesis and Fetal Development
	6	Basic Antenatal Care Services
	7	Physiology of Labor

	8	Physiology of puerperium						
Book	Main:							
	1. Cunningham FG, Leveno KJ, Bloom SL, Dashe JS, Hoffman BL, Casey BM, Spong CY. Williams Obstetrics. 24th ed. Texas: The McGraw-Hill Companies, Inc.; 2014.							
	Supporter:							
1. Works WS. Midwifery Science. 4th ed. Jakarta: PT Bina Pustaka Sarwono Prawirohardjo; 2014.								
Lecturer	Dr. Lenny Maria Lisal, Sp. OG (K)							
Dr. dr. Masita Fujiko, SpOG(K)								
dr. Ellen Th. Wewengkang, SpOG								
Prerequisite courses	Biomedicine, Genetics							
Week to	Sub CLO (The final ability of each learning stage)	Valuation			Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online			
1	2	3	4	5	6	7	8	
1	Students are able to explain about Anatomy, Histology and Physiology of Female Reproductive Organs	<ul style="list-style-type: none"> Anatomy and histology include the anterior wall of the abdomen, internal and external genitalia, lower urinary tract and pelvic organs 	<ul style="list-style-type: none"> Presentation Quiz 	<ul style="list-style-type: none"> Lecture Discussion Practicum Collaborative Cooperative learning Self-sufficient 		Book 1		

		<ul style="list-style-type: none"> • Physiology of Reproductive Organs 					
2	Students are able to explain about Pre-Conception Counseling	<ul style="list-style-type: none"> • Counseling procedures • Analysis of medical disease history, reproductive status history and social history • Genetic classification of diseases • Advanced screening for detection of risky pregnancies and prevention of possible complications 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1	12
3.	Students are able to explain about Physiological Changes in Pregnant Women	<ul style="list-style-type: none"> • Changes in the physiology of pregnant women in the metabolic, hematological, cardiovascular, respiratory, urinary tract, 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning 		Book 1	12

		gastrointestinal, endocrine, musculoskeletal and central nervous system structures		<ul style="list-style-type: none"> • Self-sufficient 			
4	Students are able to explain about Placenta Implantation and Development	<ul style="list-style-type: none"> • Physiology of ovarian – endometrial cycle (menstrual cycle) • Identification and definition of decidua, trophoblast, chorion, placenta, amnion and umbilical cord • Identification of implantation and formation of trophoblasts • Identify the classification of types of placental hormones • Identify the interaction of the fetal adrenal 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1	12

		<p>glands with the placenta</p> <ul style="list-style-type: none"> • Identification of abnormalities in the placenta (extracoral placentation, impaired blood flow, calcification of the placenta and placental tumors) 					
5	Students are able to explain about Embryogenesis and Fetal Development	<ul style="list-style-type: none"> • Definition and identification of gestational age determination • Embryonic development • Fetal development and associated physiology • Nutrition for fetal development • Identify the role of the placenta in fetal development 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Book 1	12
6	Students are able to explain about Basic	<ul style="list-style-type: none"> • Definition of Basic Antenatal Care 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion 		Book1.2	12

	Antenatal Care Services	<ul style="list-style-type: none"> • Purpose, benefits and functions of Basic Antenatal Care • Antenatal Care Procedures • Nutritional counseling • Antenatal visit scheduling and documentation • Community Medicine • Health promotion techniques • Care of expectant mothers during the antenatal period • Identify danger signs of pregnancy • Early detection of risk factors, obstetric complications and comorbidities in pregnancy 		<ul style="list-style-type: none"> • Collaborative • Cooperative learning • Self-sufficient 			
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		<ul style="list-style-type: none"> • Follow-up of high-risk pregnancy cases and prevention 					
7	Students are able to explain the Physiology of Labor	<ul style="list-style-type: none"> • Childbirth examination • Intranatal care according to intranatal care standards by applying professional ethics • Monitoring the progress of labor with a partograph • Childbirth assistance according to standards • Perineal rupture suturing • Identify danger signs of labor • Identify complications that can occur in childbirth 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1.2	12

		<ul style="list-style-type: none">• Identify changes in the physiology of labor• Identify maternity and IEC needs• Early detection of risk factors, obstetric complications and comorbidities in childbirth• Management of non-pharmacological labor pain• Early maternal emergency treatment and <i>basic life support</i> in childbirth• Postpartum maternal stabilization and referral preparation• Identification, collaboration and timely					
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		referral to risk factors, obstetric complications and comorbidities in childbirth					
8	Students are able to explain the physiology of puerperium	<ul style="list-style-type: none"> • Postpartum Examination • Postpartum care according to standards by applying professional ethics • Identify puerperal danger signs • Identify complications that can occur in puerperium • Identify puerperal physiological changes • Identify puerperal psychological changes • Identification of postpartum 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1.2	20

		<p>needs and provision of IEC and postpartum counseling</p> <ul style="list-style-type: none">• Early detection of risk factors, obstetric complications and comorbidities in the puerperium• Early treatment of maternal emergencies and <i>basic life support</i> in postpartum• Stabilization of mothers during the puerperium and referral preparation• Identification, collaboration and referral to risk factors, obstetric complications and comorbidities in puerperium					
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		<ul style="list-style-type: none"> • Documentation of postpartum obstetric care and breastfeeding 					
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Sample Questions:

1. The myometrial layer of the uterus consists of a collection of smooth muscle cells surrounded by connective tissue. The things below that distinguish smooth muscle from striated muscle or heart muscle are:
 - a. **The plexiform arrangement of filaments causes shortening of the muscle as it contracts larger.**
 - b. The rate of shortening that smooth muscle reaches when contracting is smaller compared to striated muscle.
 - c. The contraction of smooth muscle is always aligned with the axis of its muscle fibers.
 - d. Smooth muscle cells are difficult to adapt from various stimulus.
 - e. The arrangement of thick and thin filaments in the arrangement of smooth muscle cells causes smooth muscle contractions not as good as striated muscle or heart muscle

2. Surfactant Protein A (SP-A) produced by the lungs of the fetus, is necessary for the maturation of the lungs. Below that stimulate the production of SP-A by the fetal lungs are:
 - a. Amniotic fluid
 - b. Chorion
 - c. **Amnion and Decidua**
 - d. Myometrium
 - e. Prostaglandins

3. Retroplacental hematomas formed in the placental expulsion process that can be in the placenta or in membrane bags are called what mechanisms?
 - a. Duncan Mechanism
 - b. **Schultze Mechanism**
 - c. Ferguson Reflex
 - d. Braxton Hicks
 - e. Physiological Retraction Ring


4. The main objectives in proper precounseling education are

- a. Ensure that every pregnant woman will not have anything harmful to mother and baby
- b. Increase the risk of problems in pregnancy
- c. Ensure that every woman who will become pregnant will receive preconceptional care including risk factor screening, health education and interventions aimed at entering pregnancy with optimal health
- d. Lower Preeclampsia rates
- e. Provide information about integrated hospital services

5. Recovery of the ovulation process in preparation for the next pregnancy generally occurs after

- f. 1 – 3 weeks
- g. 2 – 5 weeks
- h. 4 – 6 weeks
- i. 5 – 7 weeks
- j. 6 – 9 weeks

Table 8. RPS Basic Obstetrics and Gynecology Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	:Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Obstetrics and Gynecology Specialist Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	Weight (SKS):	SEMESTER	Date of Preparation	
Basic Obstetrics & Gynecology	20C05510202	Obstetrics and gynecology medicine	2	1	September 21, 2019	
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr.dr. Deviana S. Riu, SpOG(K)		Dr.dr. Deviana S. Riu, SpOG(K)		Dr.dr. Nugraha Utama Pelupessy, SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				
	Skill (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.				

Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies
Course Learning Outcomes (CLO)	
CLO 1	Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture. (A1)
CLO 2	Mastering the theoretical concepts of science regarding pelvic floor structure (K1)
CLO 3	Apply basic obstetric topography of reproductive organs in continuous medical practice (K2)
CLO 4	Rationalize and interpret basic obstetrics and gynecology in individual, family, and community health applications (S1)
CLO 5	Applying continuity between the mechanism of action of reproductive hormones in the management of fertility problems and obstetric and gynecological endocrinology (S2)
CLO 6	Apply clinical procedures according to their authority related to pregnancy physiology, biomolecular foundations, and teratogenic in reproductive health problems (C1)
CLO 7	Projecting public health in the context of preparing maternal and perinatal audits (C2)

	CLO 8	Develop and apply science and link basic obstetric science in the basics of humanities ethics (C3)
	Sub Course Learning Outcomes (Sub CLO)	
	Sub-CLO-1	Able to explain theoretical concepts of birth canal anatomy and apply them in managing childbirth
	Sub-CLO-2	Able to explain theoretical concepts about pelvic floor structure and apply in managing pelvic floor structure damage in accordance with the expected level of competence
	Sub-CLO-3	Able to explain theoretical concepts about the topography of reproductive organs and apply them in the implementation of operative actions in the field of obstetrics and gynecology
	Sub-CLO-4	Able to explain the theoretical concepts of the hypothalamic-pituitary-ovarian axis and apply them in managing fertility problems and obstetric and gynecological endocrinology
	Sub-CLO-5	Able to explain theoretical concepts about the mechanism of action of reproductive hormones apply in managing fertility problems and endocrinology obstetrics and gynecology
	Sub-CLO-6	Able to explain the theoretical concepts of pregnancy physiology in managing obstetric problems according to their level of competence
	Sub-CLO-7	Able to explain the basics of biomolecular in the field of obgyn
	Sub-CLO-8	Able to explain about teratogenic drugs
	Sub-CLO-9	Able to explain about neoplasia
	Sub-CLO-10	Able to explain the principles of maternal and perinatal audits and compile reports related to them
	Sub-CLO-11	Able to explain reproductive health problems in Indonesia
	Sub-CLO-12	Able to explain the basics of bioethics and humanities
Brief Description MK	This course studies the basic knowledge in the field of obstetrics and gynecology so that it makes it easier for students to understand the modules required in the obstetric and gynecology specialist education curriculum. This course is a basic science that is important to know in order to achieve the level of competence expected to become an obstetric and gynecological specialist and be able to understand problems related to reproductive health problems in Indonesia	

Study Materials/Learning Materials	1	Anatomy of the birth canal
	2	The basic structure of the pangul
	3	Topography of the reproductive organs
	4	Hypothalamic-pituitary-ovarian axis,
	5	Mechanism of action of reproductive hormones
	6	Physiology of pregnancy
	7	Biomolecular foundations in the field of obgyn
	8	Teratogenic drugs
	9	Neoplasia
	10	Maternal and perinatal audits
	11	Reproductive health problems in Indonesia
	12	Basics of bioethics and humanities
Book	Main:	
		<ol style="list-style-type: none"> 1. Cunningham FG, Leveno KJ, Bloom SL, Dashe JS, Hoffman BL, Casey BM, Spong CY. In: Williams Obstetrics. 24th ed. Texas: The McGraw-Hill Companies, Inc.; 2014. p. 1125-46. 2. Taylor HS, Pal L, Seli E. Spheroff's Clinical Gynecologic Endocrinology and Infertility. 9^{yr}s. Ed. Philadelphia; Wolters Kluwer. 3. Hoffman BL, Schorge JO, Bradshaw KD, et al. Williams Gynecology. 3^{thed}. United States. McGraw-Hill Education 4. Rock JA, Jones HW. TeLinde's Operative Gynecology. 12^{thed}. Philadelphia; Wolters Kluwer. 2019 5. Berek JS. Berek & Novak's Gynecology. 16^{yr}s. Philadelphia. Wolters Kluwer.2019 6. Bennet P, Williamson C. Basic Science in Obstetrics and Gynecology. 4th.ed. 2010. Churchill Livingstone. 7. Maternal and Perinatal Audit Guidelines. 2015. South Sulawesi Provincial Health Office. 8. MDN Application Usage Manual. Maternal Death Notification. Ministry of Health of the Republic of Indonesia. 2018
	Supporter:	
Lecturer		<ol style="list-style-type: none"> 1. Triple Elimination Guide. 1. Dr. dr. Deviana S. Riu, SpOG(K) 2. dr. Imam Ahmadi Farid, SpOG(K) 3. Prof, Dr, dr. Syahrul Rauf, SpOG(K) 4. dr, Sriwijaya, SpOG(K)

	5. dr. Darma Syanty, SpOG(K) 6. Dr, dr. Isharyah Sunarno, SpOG(K) 7. Dr. dr. St, Maisuri T. Chalid, SpOG(K) 8. Dr. dr. Efendi Lukas, SpOG(K) 9. Dr. dr. Nugraha Utama Pelupessy, SpOG(K) 10. Dr.. dr. Elizabet C. Jusuf. SpOG(K), M.Kes 11. Dr. dr. Nasrudin AM, SpOG(K), MARS						
Prerequisite courses	None						
Meeting to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8
1	Students are able to explain the anatomy of the birth canal	Completeness of understanding and being able to explain the anatomy of the birth canal: Pelvic bone anatomy Pelvic size Model PAP Panul abnormalities Pelvic structure in relation to childbirth Able to apply knowledge of birth canal anatomy when performing childbirth assistance measures	MCQ Rubric for presentation (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Book 1	10

2	Students are able to explain the basic structure of pangul	Completeness of understanding and being able to explain the basic structure of the pangul: External genitalia Perineum Pelvic diaphragm	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Books 1,3,4	10
3	Students are able to explain the topography of reproductive organs	Completeness of understanding and being able to explain: Topography of the reproductive organs	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Books 3,4,5	10
4	Students are able to explain the hypothalamic-pituitary-ovarian axis,	Completeness of understanding and being able to explain: Hypotalaus-pituitary-ovarian axis	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Book 2	10
5	Students are able to explain the mechanism of action of reproductive hormones	Completeness of understanding and being able to explain: Mechanism of hormone production	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Book 2	10
6	Students are able to explain the	Completeness of understanding and being able to explain:	MCQ Rubrics for	Cooperative learning with interactive	Find suitable	Book 1	10

	physiology of pregnancy	Physiology of pregnancy	presentations (analytics rubric)	learning processes	references for Create presentation materials		
7	Students are able to explain the basics of biomolecular in the field of obgyn	Completeness of understanding and being able to explain: Biomolecular foundations in the field of obgyn	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Books 1,6	10
8	Students are able to explain about teratogenic drugs	Completeness of understanding and being able to explain: Teratogenic drugs	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Book 1	10
9	Students are able to explain about neoplasia	Completeness of understanding and being able to explain: Neoplasia	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials	Book 5	5
10	Students are able to explain maternal and perinatal audits	Completeness of understanding and being able to explain: Maternal and perinatal audits	MCQ Rubrics for presentations	Cooperative learning with interactive learning processes	Find suitable references for	Book 7, 8	5

		Fill in sheets/use AMP apps	(analytics rubric)		Create presentation materials		
11	Students are able to explain about reproductive health problems in Indonesia	Completeness of understanding and being able to explain: Reproductive health problems in Indonesia	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials Create presentation materials	Books 7,8,9	5
12	Students are able to explain the basic principles of bioethics and humanities	Completeness of understanding and being able to explain: Basic principles of bioethics and humanities	MCQ Rubrics for presentations (analytics rubric)	Cooperative learning with interactive learning processes	Find suitable references for Create presentation materials Create presentation materials	Book 10	5


Sample Questions:

A 27-year-old woman, G2P1A0 gravid 40 weeks, is going through a normal delivery process at the health center. In the process, what is the name of the pelvic floor muscle that is U-shaped and surrounds the vaginal area that will be passed by the baby?

- a. M. Transversus perinei profundus
- b. M. Coccygeus
- c. M. Sphincter urethrae
- d. **M. Puborectalis**

e. M. Iliopsoas

Table 9. RPS Pathological Obstetrics Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Pathological Obstetrics	20C05510302	Obstetrics and Gynecology Medicine	2	Credits	II	September 17, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr. dr. Isharyah Sunarno, SpOG(K)		dr. Lenny Lisal, SpOG(K)		Dr. dr. Nugraha Utama Pelupessy, SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				
	Skill (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.				

Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs
Course Learning Outcomes (CLO)	
CLO-1	Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture. (A1)
CLO-2	Describe basic evidence-based science in obstetric pathology (K2)
CLO-3	Apply differential diagnosis and diagnosis in application development application of clinical findings in solving reproductive health problems through multidisciplinary application (S1)
CLO-4	Implementing continuity between effective communication skills in the practice of interprofessional collaboration needed in improving the quality of women's reproductive health services (S2)
CLO-5	Classify and modify management based on clinical findings in the application of obstetric pathology (C1)
CLO-6	Summarizing and concluding the management of obstetric gynecological pathology cases and ethical principles based on information technology (C2)
Sub Course Learning Outcomes (Sub CLO)	
Sub CLO-1	Understand evidence-based management of some obstetric pathology conditions
Sub CLO-2	Able to explain the pathophysiology of some obstetric pathological states
Sub CLO-3	Establish diagnosis and differential diagnosis of several obstetric pathological conditions based on the development of mind mapping clinical findings
Sub CLO-4	Make the best decision based on clinical findings

	Sub CLO-5	Using appropriate modalities in order to establish the diagnosis
	Sub CLO-6	Utilizing information technology in an effort to choose a case management method
Brief Description MK	This course studies several pathological conditions in pregnancy that are not included in the category of diseases in the Fetomaternal realm. The content of this course includes abnormalities in the first trimester (Hyperemesis gravidarum, First trimester bleeding), abnormalities in the second and or third trimester (anteartum hemorrhage, premature rupture of membranes, Pregnancy with malpresentation, Pregnancy with fetal death in utero), and other abnormalities, namely: Obesity in Pregnancy, Pregnancy with a history of cesarean section, Pregnancy with a history of trauma, Bleeding, critical care, and trauma in pregnancy, Pathological labor, labor induction and augmentation, and one skill in the form of operative vaginal delivery.	
Study Materials / Learning Materials	1.	Critical Care & Trauma
	2.	Pathological Delivery and Operative Vaginal Delivery
	3.	Induction & Augmentation and SSTP & its complications
	4.	Twin Pregnancy and Its Problems
	5.	Haematological & Infectious Diseases in Pregnancy
	6.	Bleeding in Obstetrics
	7.	Hypertension & Endocrine Diseases in Pregnancy
	8.	Obesity & Heart Disease in Pregnancy
	9.	Preterm, Postterm and Inhibited Fetal Growth
Book	Main:	
	2.	Garry C. Gilstarp III, MD., Susan M. Cox, MD., Alvin L BreSen, MD, F. Gary Cunningham. Williams Obstetrics 23rd ed, MD, Prentice- Hall International, Inc., 2016, United States of America
	Supporter:	
	2.	Creasy RK, Resnik R, Saunders. Maternal-Fetal Medicine, Principles and Practice, 5th ed, 2017, Philadelphia
	3.	Queenan JT. Management of High-Risk Pregnancy. Blackwell Scientific Publications, 2013, Boston
Lecturer	1.	Dr. dr. Isharyah Sunarno, SpOG(K)
	2.	dr. Nurbani Noble, SpOG(K)
	3.	dr. Irnawati Bahar, SpOG(K)
	4.	dr. Darma Syanty, SpOG(K)
	5.	dr. Ajardiana, SpOG(K)

	6. dr. Nuraini Abidin, SpOG(K) 7. Dr.. Abadi aman, SpOG(K) 8. Dr.. Ellen wewengkang, SpOG(K) 9. dr. Rudy B. Leonardy, SpOG(K)						
Prerequisite courses	1. Biomedicine 2. Obstetric physiology						
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8
1	Students are able to explain about Hyperemesis gravidarum	Completeness of explanation Diagnosis & Management : Hyperemesis gravidarum	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 – 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Books 1, 2, 3	7
2	Students are able to explain about first trimester bleeding	Completeness of explanation Diagnosis & Management : First trimester bleeding	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book1.2	6
3	Students are able to explain about	Completeness of	<ul style="list-style-type: none"> • Form: Write (MCQ with case 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • PubMed 	Books 1, 2, 3	7

	antepartum hemorrhage	explanation Diagnosis & Management : Antepartum hemorrhage	scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69	• Discussion • Self-sufficient			
4	Students are able to explain about premature rupture of membranes	Completeness of explanation Diagnosis & Management : Early rupture of membranes	• Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69	• Lecture • Discussion • Self-sufficient	• PubMed	Book 1	5
5	Students are able to explain about Obesity in Pregnancy	Completeness explains: Diagnosis & Management : Obesity in Pregnancy	• Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69	• Lecture • Discussion • Self-sufficient	• PubMed	Book1.2	6
6	Students are able to explain pregnancy with a history of cesarean section	Completeness explains: Diagnosis & Management : pregnancy with a history of	• Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79	• Lecture • Discussion • Self-sufficient	• PubMed	Books 1, 2, 3	7

		cesarean section	E : 0 - 69				
7	Students are able to explain about Pregnancy with malpresentations	Completeness explains: Diagnosis & Management : various forms of fetal malpresentation	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	• PubMed	Book 1	5
8	Students are able to explain about pregnancy with a history of trauma	Completeness explains: Diagnosis & Management : pregnancy with a history of trauma	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	• PubMed	Book 1	5
9	Students are able to explain about Pregnancy with fetal death in utero	Completeness explains: Diagnosis & Management : Pregnancy with fetal death in utero	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 • E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	• PubMed	Book 1	

10	Students are able to explain about Bleeding, critical care, and trauma in pregnancy	Completeness explains: Diagnosis & Management : Bleeding, critical care, and trauma in pregnancy	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 • E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book 1	
11	Students are able to explain about Bleeding, critical care, and trauma in pregnancy	Completeness explains: Diagnosis & Management : Bleeding, critical care, and trauma in pregnancy	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 • E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book 1	
12	Students are able to explain about Childbirth pathology	Completeness explains: Diagnosis & Management : Childbirth pathology	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
13	Students are able to explain about	Completeness explains:	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • PubMed 	Book 1	

	Induction and augmentation of labor	Diagnosis & Management : Induction and augmentation of labor	rubric for presentation) <ul style="list-style-type: none"> • Criterion: A : 80 – 100 B : 70 – 79 • E : 0 - 69 	<ul style="list-style-type: none"> • Self-sufficient 			
14	Students are able to explain about Operative vaginal delivery	Completeness explains: Diagnosis & Management : Operative vaginal delivery	<ul style="list-style-type: none"> • Form: DOPS in patients with checklist-based assessment • Criterion: Competent if the \geq score is 90 Incompetent if the score < 90 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book 1	
15	Students are able to explain about Operative vaginal delivery	Completeness explains: Diagnosis & Management : Operative vaginal delivery	<ul style="list-style-type: none"> • Form: DOPS in patients with checklist-based assessment • Criterion: Competent if the \geq score is 90 Incompetent if the score < 90 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
16	Final Evaluation of Stase: <ul style="list-style-type: none"> - Written Exam (CBT) - Skill Test: Operative vaginal delivery 	Completeness of performing skills Operative vaginal	<ul style="list-style-type: none"> • Shape: 1. Write (MCQ with case scenario, rubric for presentation) Criterion: 	<ul style="list-style-type: none"> • Stase Handbook 	<ul style="list-style-type: none"> • ISUOG 	Book 1	5

		delivery on phantoms	A : 80 – 100 B : 70 – 79 E : 0 - 69 2. DOPS Criterion: Competent if the \geq score is 90 Incompetent if the score $<$ 90				
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Sample Questions:

1. A 24-year-old G2P1001 presents at 26–4/7 weeks' gestation with regular, painful uterine contractions and cervical dilation to 4 cm. You perform an amniocentesis to exclude intra-amniotic infection. Which of the following risk factors is most strongly associated with her diagnosis?
 - a. A negative fetal fibronectin test between 22 and 24 weeks
 - b. Prior term birth
 - c. Gram-positive cocci in amniotic fluid
 - d. Cigarette smoking
 - e. Chlamydia infection at initial prenatal visit

The correct answer is C. This patient has a diagnosis of preterm labor. Major risk factors for preterm birth include a positive cervicovaginal fetal fibronectin (fFN) test at 22–24 weeks, cervical shortening ($<$ 1.5 cm) on transvaginal ultrasound at 18–24 weeks, and a history of a prior unexplained preterm birth. However, the highest risk of preterm birth is in women with evidence of intra-amniotic infection (in this case, Gram-positive cocci in amniotic fluid).
2. A 28-year-old G4P2103 at 31–2/7 weeks' gestation presents to your office complaining of leakage of clear fluid from the vagina. She denies abdominal pain or vaginal bleeding. On sterile speculum exam, you confirm the presence of amniotic fluid and the cervix appears closed. Which of the following represents the most appropriate management option?
 - a. Discharge home with a follow-up visit in clinic in 24–48 hours
 - b. Discharge home only if the ultrasound examination shows a normal amniotic fluid volume
 - c. Admission for augmentation of labor

- d. Admission for antibiotics and antenatal corticosteroids
- e. Admission for cesarean section for breech presentation

The correct answer is D. Having confirmed a diagnosis of preterm premature rupture of membranes (PPROM) and a gestational age <34 weeks, the most appropriate management is admission to hospital for antenatal steroids, maternal–fetal medicine and/or neonatal intensive care unit (NICU) consultation, and administration of antibiotics (antepartum broad-spectrum antibiotics for 7 days to prolong pregnancy and intrapartum GBS chemoprophylaxis to prevent early onset neonatal GBS sepsis, if indicated). Delivery is recommended at 34 weeks or earlier for intra-amniotic infection, non-reassuring fetal testing, active labor, or excessive bleeding.


3. A 37-year-old G2P1001 presents at 40 weeks for elective induction of labor. Her prior delivery was by cesarean section for breech presentation at term. Which of the following methods of inducing labor is absolutely contraindicated in this setting?
- a. Oxytocin
 - b. Membrane stripping
 - c. Transcervical Foley catheter
 - d. Vaginal administration of prostaglandin E2
 - e. Amniotomy

The correct answer is D. Prostaglandin medications should be regarded as absolutely contraindicated for cervical ripening at term in the setting of a prior cesarean section delivery.

4. Which of the following statements regarding cesarean section delivery is TRUE?
- A. Maternal morbidity is significantly increased with cesarean compared with vaginal delivery
 - B. Elective cesarean section delivery can be performed before 39 weeks' gestation without documenting fetal lung maturity
 - C. Elective surgeries (such as myomectomy) can be performed safely at the time of cesarean section
 - D. A desire for permanent sterilization by bilateral tubal ligation is an acceptable indication for cesarean section delivery
 - E. One-third of all cesarean section deliveries in the USA are elective cesarean sections performed on maternal request

The correct answer is A. Cesarean section delivery is major abdominal surgery and is associated with an increased risk of surgical morbidity compared with vaginal delivery, including increased blood loss, infectious morbidity, and venous thromboembolic events

Table 10. RPS Fetomaternal Course I

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Fetomaternal I	20C05510406	Obstetrics and Gynecology Medicine	6	Credits	II	September 17, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr. dr. Isharyah Sunarno, SpOG(K)		dr. Lenny Lisal, SpOG(K)		Dr. dr. Nugraha Utama Pelupessy, SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;				
Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.					

Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies
Course Learning Outcomes (CLO)	
CLO-1	Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture. (A1)
CLO-2	Describe basic evidence-based science in obstetric pathology (K2)
CLO-3	Apply differential diagnosis and diagnosis in application development application of clinical findings in solving reproductive health problems through multidisciplinary application (S1)
CLO-4	Implementing continuity between effective communication skills in the practice of interprofessional collaboration needed in improving the quality of women's reproductive health services (S2)
CLO-5	Classify and modify management based on clinical findings in the application of obstetric pathology (C1)
CLO-6	Summarizing and concluding the management of obstetric gynecological pathology cases and ethical principles based on information technology (C2)
Sub Course Learning Outcomes (Sub CLO)	
Sub CLO-1	Understand evidence-based management of some obstetric pathology conditions

	Sub CLO-2	Able to explain the pathophysiology of some obstetric pathological states
	Sub CLO-3	Establish diagnosis and differential diagnosis of several obstetric pathological conditions based on the development of mind mapping clinical findings
	Sub CLO-4	Make the best decision based on clinical findings
	Sub CLO-5	Using appropriate modalities in order to establish the diagnosis
	Sub CLO-6	Utilizing information technology in an effort to choose a case management method
Brief Description MK	This course studies diseases and modalities in the fetomaternal realm. The content of this course includes several supporting examinations, several infectious diseases in pregnancy, several minor diseases in pregnancy, pregnancy with hypertension, postterm pregnancy, anemia in pregnancy, pregnancy with asthma and pregnancy with epilepsy.	
Study Materials / Learning Materials	1.	Preparation and interpretation of supporting examination results: <ul style="list-style-type: none"> - Transabdominal ultrasound (gestational age, normal structure of the fetus, fetal growth, biophysical profile, location and presentation of the fetus, location of the placenta, amniotic fluid, hydrops fetalis), transvaginal ultrasound confirmation of fetal life < 14 weeks - Biophysical Profile - Cardiotocography - Amniocentesis and amnioinfusion in third trimester pregnancy - Pulmonary maturity evaluation - <i>Umbilical cord blood sampling</i> - Screening for genetic disorders and birth defects
	2.	Pregnancy with infection: <ul style="list-style-type: none"> - Tuberculosis - Pneumonia - Malaria - Sexually transmitted
	3.	Minor diseases in pregnancy: <ul style="list-style-type: none"> - Visual impairment - Acne - Back pain - Stria - Prurigo - Migraine - Abdominal pain

		<ul style="list-style-type: none"> - Vomit - Piles - Diseases of the mouth and teeth 					
	4.	Pregnancy with Hypertension					
		<ul style="list-style-type: none"> - Hypertension in uncomplicated pregnancy - Severe preeclampsia in labor 					
	5.	Postterm pregnancy					
	6.	Anemia in pregnancy					
	7.	Pregnancy with asthma					
	8.	Pregnancy with epilepsy					
Book	Main:						
	3. Garry C. Gilstarp III, MD., Susan M. Cox, MD., Alvin L BreSen, MD, F. Gary Cunningham. Williams Obstetrics 23rd ed, MD, Prentice- Hall International, Inc., 2016, United States of America						
	Supporter:						
	4. Creasy RK, Resnik R, Saunders. Maternal-Fetal Medicine, Principles and Practice, 5th ed, 2017, Philadelphia 5. Queenan JT. Management of High-Risk Pregnancy. Blackwell Scientific Publications, 2013, Boston						
Lecturer	10. Dr. dr. Efendi Lukas, SpOG(K) 11. Dr. dr. Maisuri Chalid, SpOG(K) 12. Dr. dr. Deviana Soraya Riu, SpOG(K) 13. Dr. dr. Isharyah Sunarno, SpOG(K) 14. dr. Ellen Wewengkang, SpOG(K)						
Prerequisite courses	3. Biomedicine 4. Obstetric physiology						
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8

1	<p>Students are able to explain the preparation and interpretation of supporting examination results:</p> <ul style="list-style-type: none"> - Transabdominal ultrasound (gestational age, normal structure of the fetus, fetal growth, biophysical profile, location and presentation of the fetus, location of the placenta, amniotic fluid, hydrops fetalis), - Transvaginal ultrasound confirms fetal life < 14 weeks - Biophysical Profile - Cardiotocography 	<p>Completeness explains: Procedures for some supporting examinations</p>	<ul style="list-style-type: none"> • Form: DOPS in patients with checklist-based assessment • Criterion: Competent if the \geq score is 90 Incompetent if the score < 90 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	<p>Books 1, 2, 3</p>	<p>7</p>
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2	<p>Students are able to explain about</p> <ul style="list-style-type: none"> - Amniocentesis and amnioinfusion in third trimester pregnancy - Pulmonary maturity evaluation - <i>Umbilical cord blood sampling</i> - Screening for genetic disorders and birth defects 	<p>Completeness explains: Procedures for some supporting examinations</p>	<ul style="list-style-type: none"> • Form: DOPS on phantoms with checklist-based assessment • Criterion: Competent if the \geq score is 90 Incompetent if the score $<$ 90 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book1,2	6
3	<p>Students are able to explain about: Pregnancy with infection:</p> <ul style="list-style-type: none"> - Tuberculosis - Pneumonia - Malaria - Sexually transmitted 	<p>Completeness explains: Diagnosis and management of some infectious diseases in pregnancy</p>	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Books 1, 2, 3	7
4	<p>Students are able to explain about Minor diseases in pregnancy:</p>	<p>Completeness explains: Diagnosis and management of some minor</p>	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book 1	5

	<ul style="list-style-type: none"> - Visual impairment - Acne - Back pain - Stria - Prurigo - Migraine - Abdominal pain - Vomit - Piles - Diseases of the mouth and teeth 	diseases in pregnancy	<p>presentation)</p> <ul style="list-style-type: none"> • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 				
5	<p>Students are able to explain about: Pregnancy with Hypertension</p> <ul style="list-style-type: none"> - Hypertension in uncomplicated pregnancy - Severe preeclampsia in labor 	<p>Completeness explains:</p> <ul style="list-style-type: none"> - Diagnosis and management of hypertension in uncomplicated pregnancy - Diagnosis and management of severe preeclampsia in labor 	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book1.2	6
6	<p>Students are able to explain about:</p>	<p>Completeness explains:</p>	<ul style="list-style-type: none"> • Form: Write (MCQ with case 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • PubMed 	Books 1, 2, 3	7

	<ul style="list-style-type: none"> - Postterm pregnancy - Anemia in pregnancy 	<ul style="list-style-type: none"> - Diagnosis and management of postterm pregnancy - Diagnosis and management of anemia in pregnancy 	<p>scenario, rubric for presentation)</p> <ul style="list-style-type: none"> • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • Self-sufficient 			
7	<p>Students are able to explain about:</p> <ul style="list-style-type: none"> - Pregnancy with asthma - Pregnancy with epilepsy 	<p>Completeness explains:</p> <ul style="list-style-type: none"> - Diagnosis and management of Pregnancy with asthma - Diagnosis and management of pregnancy with epilepsy 	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: A : 80 – 100 B : 70 – 79 E : 0 - 69 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-sufficient 	<ul style="list-style-type: none"> • PubMed 	Book 1	5
8	<p>Final Evaluation of Stase:</p> <ul style="list-style-type: none"> - Written Exam (CBT) - Skill Test : <ul style="list-style-type: none"> ○ ULTRASOUND ○ KTG 	<p>Completeness of performing ultrasound and KTG skills on patients</p>	<ul style="list-style-type: none"> • Form: Write (MCQ with case scenario, rubric for presentation) • Criterion: 	<ul style="list-style-type: none"> • Stase Handbook 	<ul style="list-style-type: none"> • ISUOG 	Book 1	5

			Competent if the \geq score is 80 Incompetent if the $<$ score is 80				
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Example question:

Female, 25 years old, G₁P₀A₀, about 20 weeks gestation, but not too sure about the first day of her last period. Physical examination: vital signs within normal limits. In the ultrasound picture below, what is the most appropriate piece to obtain the most appropriate fetal biometric accuracy?



- a. **Transthalamic**
- b. Transventricular
- c. Transcerebellar
- d. Longitudinal
- e. Sagittal

Table 11. RPS Family Planning Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education 1				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
BIRTH CONTROL	20C05510503	GYNAECOLOGICAL	3	Credits	II	September 22, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Prof. Dr. dr. Nusratuddin Abdullah, SpOG (K), MARS		dr. Lenny Maria Lisal, SpOG(K)		Dr. dr. Nugraha Utama Pelupessy(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.				

Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies
Course Learning Outcomes (CLO)	
CLO-1	Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture. (S1)
CLO-2	Describe basic evidence-based science in family planning (K2) applications
CLO-3	Implementing continuity between effective communication skills in the practice of interprofessional collaboration needed in improving the quality of health services regarding Family Planning (S2)
CLO-4	Classify and modify management based on clinical findings in the application of contraception (S1)
CLO-5	Applying the use of contraception in the community using a holistic approach according to community needs (S2)
CLO-6	Summarize and conclude the management of contraceptive use and ethical principles based on information technology (S3)
Sub Course Learning Outcomes (Sub CLO)	
1	Describing Reproductive Hormones and Menstrual Cycles
2	Students are able to conduct counseling, information and family planning education

	3	Students are able to plan the use of barrier and natural contraceptives
	4	Students are able to plan the use of contraceptive pills and injections
	5	Students are able to plan the use of emergency contraception
	6	Students are able to plan the use of implants
	7	Students are able to plan the use of hormonal and non-hormonal IUD contraceptives
	7	Students are able to plan the use of operative contraception
	8	Students are able to install and remove implants
	8	Students are able to install and remove the IUD
	9	Students are able to install a post-placental IUD
	10	Students are able to perform tubectomy
Brief Description MK	The Division of KB - Endocrine and Fertility held discussions with OBGIN students / residents in the second semester. This discussion presents topics on Family Planning and contraceptives based on the Indonesian Doctor Competency Standard (SKDI) in 2014. This module includes knowledge about anatomy, physiology and hormones that play a role in the female reproductive system, types of contraception along with their advantages, limitations, how to use, effectiveness, side effects, indications and contraindications as well as counseling techniques, information and education to prospective acceptors	
Study Materials/Learning Materials	1	Reproductive Hormones and the Menstrual Cycle
	2	Counseling, Information and Education
	3	Barrier and natural contraceptives
	4	Contraceptive Pills and implants
	5	Injection and emergency contraception
	6	Hormonal and non-hormonal IUDs
	7	Operative Contraception
Book	Main:	
	4.	Practical Guidebook for Contraceptive Services, 2014, Jakarta
	5.	Fritz MA, Speroff, Clinical Gynecologic endocrinology and fertility, 8 th edition
	Supporter:	
	6.	Williams gynecology ^{2nd} edition Mc Grow Hill
	7.	Family Planning, A Global Handbook for Providers, WHO 2018 edition

	8. Medical Eligibility criteria for contraceptive use, 5th edition						
Lecturer	1. Prof. Dr. dr. Nusratuddin Abdullah, SpOG (K), MARS 2. Prof. dr. John Rambulangi, SpOG (K) 3. Dr. dr. Eddy R. Moeljono, SpOG (K) 4. dr. Sriwijaya Qadar, SpOG (K) 5. Dr. dr. Fatmawati Madya, SpOG (K) 6. Dr. dr. Samrichard, SpOG 7. dr. Darma Syanty, SpOG (K) 8. dr. Monika Fitria Farid, SpOG, MKes						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8
1	Able to evaluate reproductive hormones and menstrual cycles	<ul style="list-style-type: none"> • Able to master the concept of menstrual cycle and the role of reproductive hormones 	<ul style="list-style-type: none"> • Non-test Form: Presentation 	<ul style="list-style-type: none"> • Discussion • Collaborative • Cooperative learning • Self-sufficient 	Form: structured learning and self-study Method: structured task completion and reference learning	Books 1,2,3,4	
1	Able to conduct counseling,	<ul style="list-style-type: none"> • Able to master counseling, 	<ul style="list-style-type: none"> • Non-test Form : Presentation 	<ul style="list-style-type: none"> • Discussion • Collaborative 	Form: structured	Books 1,2,3,4	

	information and education	information and education techniques	<ul style="list-style-type: none"> • Test form: <ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <p>I. Anamnesis II. Physical/gynecological examination III. Supporting checks IV. Management plan V. Follow up VI. Perform</p> <p>Valuation: A : 80-100 B : 70-79 C : 60-69</p>	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	learning and self-study Method: structured task completion and reference learning		
1	Able to plan the use of barrier and natural contraceptives	<ul style="list-style-type: none"> • Able to master the concept of barrier and 	<ul style="list-style-type: none"> • Non-test Form : • Test form: 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative 	Form: structured learning and self-study	Books 1,2,3,4	12

		natural contraception	<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <ol style="list-style-type: none"> 1. Anamnesis 2. Physical/gynecological examination 3. Supporting checks 4. Management plan 5. Follow up 6. Perform <p>Valuation:</p> <p>A : 80-100 B : 70-79 C : 60-69</p>	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	Method: structured task completion and reference learning		
2	Able to plan the use of pills and implants	<ul style="list-style-type: none"> • Able to master the basic concepts of 	<ul style="list-style-type: none"> • Non-test Form : • Test form: 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative 	Form: structured learning and self-study	Books 1,2,3,4	12

		<p>kB pills and implants</p>	<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <ol style="list-style-type: none"> 1. Anamnesis 2. Physical/gynecological examination 3. Supporting checks 4. Management plan 5. Follow up 6. Perform <p>Valuation:</p> <p>A : 80-100 B : 70-79 C : 60-69</p>	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	<p>Method: structured task completion and reference learning</p>		
2	<p>Able to plan the use of injectable and emergency contraceptives</p>	<ul style="list-style-type: none"> • Able to master the concept of injection and 	<ul style="list-style-type: none"> • Non-test Form : • Test form: 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning 	<p>Form: structured learning and self-study</p>	<p>Books 1,2,3,4</p>	

		emergency contraception	<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <ol style="list-style-type: none"> 1. Anamnesis 2. Physical/gynecological examination 3. Supporting checks 4. Management plan 5. Follow up 6. Perform <p>Valuation:</p> <p>A : 80-100 B : 70-79 C : 60-69</p>	<ul style="list-style-type: none"> • Self-sufficient 	Method: structured task completion and reference learning		
2	Able to plan the use of hormonal and non-hormonal IUDs	Able to master the concept of hormonal and non-hormonal IUDs	<ul style="list-style-type: none"> • Non-test Form : Presentation • Test form: 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning 	Form: structured learning and self-study	Books 1,2,3,4	

			<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <ol style="list-style-type: none"> 1. Anamnesis 2. Physical/gynecological examination 3. Supporting checks 4. Management plan 5. Follow up 6. Perform <p>Valuation:</p> <p>A : 80-100 B : 70-79 C : 60-69</p>	<ul style="list-style-type: none"> • Self-sufficient 	Method: structured task completion and reference learning		
2	Able to plan the use of operative contraceptives	Able to master operative contraceptive techniques	<ul style="list-style-type: none"> • Non-test Form : • Test form: 	<ul style="list-style-type: none"> • Discussion • Collaborative • Cooperative learning 	Form: structured learning and self-study	Books 1,2,3,4	

			<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion: 1.Anamnesis 2.Physical examination/gynecology 3.Supporting checks 4.Management plan 5.Follow up 6.Perform</p> <p>Valuation: A : 80-100 B : 70-79 C : 60-69</p>	<ul style="list-style-type: none"> • Self-sufficient 	Method: structured task completion and reference learning		
2	Able to perform implant insertion and removal	Able to master implant installation and removal techniques	<ul style="list-style-type: none"> • Non-test Form : • Test form: 	<ul style="list-style-type: none"> • Discussion • Collaborative • Cooperative learning 	Form: structured learning and self-study	Books 1,2,3,4	

			<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <ol style="list-style-type: none"> 1. Anamnesis 2. Physical/gyn ecological examination 3. Supporting checks 4. Management plan 5. Follow up 6. Perform <p>Valuation:</p> <p>A : 80-100 B : 70-79 C : 60-69</p>	<ul style="list-style-type: none"> • Self-sufficient 	Method: structured task completion and reference learning		
3	Able to perform interval and post-placental IUD insertion and removal	Mastering interval and post-placental IUD insertion	<ul style="list-style-type: none"> • Non-test Form : • Test form: 	<ul style="list-style-type: none"> • Discussion • Collaborative • Cooperative learning 	Form: structured learning and self-study	Books 1,2,3,4	

4	Able to plan the use of a contraceptive	Able to evaluate contraceptive methods from case scenarios	<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <ol style="list-style-type: none"> 1. Anamnesis 2. Physical/gynecological examination 3. Supporting checks 4. Management plan 5. Follow up 6. Perform <p>Valuation:</p> <p>A : 80-100 B : 70-79 C : 60-69</p> <ul style="list-style-type: none"> • Non-test Form : Presentation • Test form: 	<ul style="list-style-type: none"> • Discussion • Collaborative • Cooperative learning Self-sufficient 	<p>completion and reference learning</p> <p>Form: structured learning and self-study Method: structured task completion and reference learning</p>	Books 1,2,3,4	
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		<p>GRADUATION REQUIREMENTS FOR KB STASE: Average Rating of:</p> <ol style="list-style-type: none"> 1. OSCE Exam (40%) 2. Journal Reading Task Value (20%) 3. Registration Value (20%) 4. Post Test Score (20%) <p>Pass : Average score above 70</p>	<ul style="list-style-type: none"> - Written Exam - <i>objective structure d clinical examination</i> (OSCE) - Case scenario <p>Criterion:</p> <ol style="list-style-type: none"> 1. Anamnesis 2. Physical/gynecological examination 3. Supporting checks 4. Management plan 5. Follow up 6. Perform <p>Valuation:</p> <p>A : 80-100 B : 70-79 C : 60-69</p>				
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Sample Questions:

A 38 yrs old female, PIIIAl, Post Partum day 4. Patients breastfeed exclusively. What is a suitable birth control for this patient? What are the steps for family planning counseling that should be done in this patient?

ANSWER:

Postpartum Contraceptive Counseling


- **GATHER (GREAT, ASK, TELL, HELLP, EXPLAIN, REVERS)**
- **ONE AIM**

Expected competencies :

Able to provide IEC about postpartum contraception in the above cases, including:

- When postpartum contraception can begin
- Contraceptive methods that can be used in breastfeeding clients and non-breastfeeding clients
- Describes the profile, types, mechanism of action, advantages and limitations, indications and contraindications, as well as the steps of installation and removal of the chosen contraceptive method.
- Can explain about the Lactational Amenorrhea Method (MAL) and how it works

Table 12. RPS Normal Maternity Care Course

	College Name	: Hasanuddin University				Docu me nt Code
	Faculty Name	:Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education 1				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
NORMAL CHILDBIRTH CARE	20C05510602	OBSTETRICS	2	Credits	II	September 22, 2019
AUTHORIZAT ION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr. dr. Monika Fitria Farid, SpOG		Dr. dr. Monika Fitria Farid, SpOG		Dr. dr. Nugraha Utama Pelupessy, SpOG(K)	
	CPL PRODI charged to MK					

Learning Outcomes (CP)	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health	
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;	
	Skill (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.	
	Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;	
	Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs	
	Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies	
	Course Learning Outcomes (CLO)		
	CLO 1	Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture. (A1)	
	CLO 2	Mastering the theoretical concepts of science regarding normal childbirth care (K1)	
	CLO 3	Applying basic obstetric science of physiological organs in the mechanism of continuous normal labor care (S2)	
CLO 4	Apply clinical procedures related to the normal delivery process (C1)		
CLO 5	Projecting public health in the context of normal childbirth care education (C2)		

	CLO 6	Develop and apply science and connect the basics of humanities ethics in normal childbirth care (C3)
		Sub Course Learning Outcomes (Sub CLO)
	1	Students are able to explain the concept of 5 Red Threads in Normal Childbirth Care
	2	Students are able to explain the physiology and mechanism of normal labor
	3	Students are able to explain and fill in partographs
	3	Students are able to explain about the education given to mothers while in labor
	4	Able to explain and manage perineal tears level I and II
	5	The concept of infection prevention and control measures in childbirth
	6	Normal newborn care
Brief Description MK	<p>This course studies Normal Childbirth Care. The content of this course includes the physiology and mechanism of normal labor, the stages (times) of normal labor, history and physical examination of mothers, monitoring the progress of labor using a partograph so that it can handle quickly and precisely to avoid complications that can occur during labor.</p> <p>It is expected that after completing this MK, students will be competent in carrying out normal childbirth care and normal newborn care.</p> <p>The duration of the course lasts for 1 semester with activities in the form of normal care training for 1 week consisting of practice on the model and face-to-face. Upon completion of the training, learners will practice on the patient in order to achieve competence. The graduation requirement is to submit a corrected 10-sheet partograph sheet and fill in the competency list in the log book and take the MCQ exam at the end of the semester.</p>	
Study Materials/Learning Materials	1	Definition and factors affecting childbirth
	2	Signs of labor and stages in labor
	3	Normal labor mechanism
	4	Relief measures in normal delivery
	5	Complications in childbirth and its treatment
	6	Partograph
	7	Principles of infection prevention
	8	Normal newborn care

Book	Main:						
	9. William's obstetric						
	Supporter:						
10. Normal Maternity Care Reference Book, National Network of Reproductive Health Clinic Training							
Lecturer	Dr. dr. Monika Fitria Farid, SpOG dr. Retno B Farid, SpOG(K) dr. Umar Malinta, SpOG(K) dr. Rudy Butje, SpOG(K)						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8
1 semester (continuous learning process)	Students are able to explain the concept of 5 Red Threads in Normal Childbirth Care	Completeness in understanding the concept of 5 Red Benagn in Normal Labor Care so as to be able to explain the concept of 5 threads: 1, make a clinic decision 2. Mother and Baby Care	<ul style="list-style-type: none"> MCQ 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Discovery Learning (DL) Self-Directed Learning (SDL) 	Book 2	10

	Students are able to explain the physiology and mechanism of normal labor	<p>3. Infection prevention 4. Medical records 5. Effective referral system</p> <p>Completeness in understanding and being able to explain about:</p> <p>1. Physiology of pregnancy 2. Normal labor mechanism 3. Signs and symptoms of labor 4. Kala in alliance 5. Able to perform the right history to make an inpartu diagnosis</p>	MCQ OSCE DOPS	Face-to-face Practice on the model Independent practice in hospitals	<ul style="list-style-type: none"> • Discovery Learning (DL) • Self-Directed Learning (SDL) 	Book 1.2	20
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		<p>6. Able to perform a physical examination to establish an inpartu diagnosis</p> <p>7. Able to propose supporting examinations needed when mothers inpartu</p> <p>5. Able to monitor childbirth</p> <p>6. Able to carry out normal labor care</p> <p>7. Complications that can occur and their treatment</p>					
	Students are able to explain and fill in the partograph	1. Completeness in explaining the partograph	MCQ Task sheet	Face-to-face Practice on the model		Book 2	20

		2. Able to apply the use of partographs		Independent practice in hospitals	<ul style="list-style-type: none"> • Discovery Learning (DL) • Self-Directed Learning (SDL) 	Book 2	20
	Students are able to explain the education given to mothers during labor and steps to help normal labor (60 steps)	Completeness in explaining and applying the education that needs to be given to mothers during labor	MCQ OSCE DOPS	Face-to-face Practice on the model Independent practice in hospitals	<ul style="list-style-type: none"> • Discovery Learning (DL) • Self-Directed Learning (SDL) 	Book 1. 2	20
	Able to explain and manage perineal tears level I and II	1. Completeness in explaining perineal tears 2. Able to manage perineal tear level I and II	MCQ OSCE DOPS	Face-to-face Practice on the model Independent practice in hospitals	<ul style="list-style-type: none"> • Discovery Learning (DL) • Self-Directed Learning (SDL) 	Book 2	
	The concept of infection	1. Completeness in explaining	MCQ OSCE				

	<p>prevention and control measures in childbirth</p> <p>Normal newborn care</p>	<p>the principles of prevention and control of infection in childbirth 2. Able to apply the principles of infection prevention and control in childbirth.</p> <p>1. Completeness in explaining the principles of normal newborn care 2. Able to carry out normal newborn care.</p>	<p>DOPS</p> <p>MCQ OSCE DOPS</p>	<p>Face-to-face Practice on the model Independent practice in hospitals</p> <p>Face-to-face Practice on the model Independent practice in hospitals</p>	<ul style="list-style-type: none"> • Discovery Learning (DL) • Self-Directed Learning (SDL) <ul style="list-style-type: none"> • Discovery Learning (DL) • Self-Directed Learning (SDL) 	<p>Book 1.2</p>	<p>10</p>
<p>Sample Questions:</p>							

A 28-year-old woman came to the Emergency Department of UNHAS Hospital on February 4, 2020 at 12.00 WITA with complaints of abdominal pain through the back accompanied by blood mucus coming out of the birth canal. What are the steps you should take in dealing with this patient?

Answer:

STEPS PERFORMED:

1. ANAMNESIS

PATIENT IDENTITY:

Example:

1. Name : Mrs. Ratih
2. Age: 28 years old
3. Occupation: IRT
4. Address: Tamalanrea

2. HISTORY OF THE DISEASE NOW

Example:

- Back penetrating abdominal pain since 7 am on February 3, 2020 accompanied by the discharge of blood lenders
- HPHT: June 5, 2020 TP: March 12, 2020
- ANC has only been in midwife 2 times
- There is no nausea, vomiting and bleeding during this pregnancy
- Currently pregnant with the first, never lost before, married 1 year ago


3. PHYSICAL EXAMINATION

- General circumstances
- TB AND BB
- Vital signs within normal limits
- The examination is carried out of the hair, eyes, neck, chest, lungs, heart, abdomen, upper and lower extremities
- Perform leopold examination 1,2,3,4
- TBJ and DJJ Measurement
- Vaginal Examination (there are 10 components of an internal examination that must be known):
Vulva, Vagina, Porsio (thick, thin, or not palpable), Opening, Amniotic membranes (still present or ruptured), Front part (head, buttocks, legs, or molage), UUK, Decline (hodge/stationary), Pelvis in sufficient or inadequate effect, discharge (muder, blood or meconium)

4. SUPPORTING EXAMINATION

- Complete blood and urine laboratory examination
 - Ultrasound examination
5. ESTABLISH A DIAGNOSIS
 6. IF THE PATIENT IS INPARTU, BE READY TO HELP BY PAYING ATTENTION TO THE 60 STEPS OF APN (NOMAL LABOR CARE)
 7. WRITE DOCUMENTATION ON THE PARTOGRAPH STARTING FROM PATIENT ADMISSION UP TO 2 HOURS POST PARTUM (KALA 1,2,3,4)
 8. WRITE DOCUMENTATION ON PATIENT STATUS: RECORD WHAT YOU DO AND DO WHAT YOU RECORD

Table 13. RPS Basic Surgical Skill Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Basic Surgical Skill	20C0551070 2	Obstetrics and Gynecology	2	Credits	II	September 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Prof. Dr. dr. Syahrul Rauf, SpOG, K		Prof. Dr. dr. Syahrul Rauf, SpOG, K		Dr. dr. Nugraha Utama Pelupessy, Sp.OG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude(A1)	1. To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K)	1. To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;(K1)				
	Skill (S)	1. To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.(S1)				
	Competence (C)	1. To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;				
Course Learning Outcomes (CLO)						

	CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics and be responsible for work in their fields of expertise independently. (A1)
	CLO 2	Practice medicine by realizing limitations, overcoming personal problems, developing yourself, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety. (K1)
	CLO 3	Practice medicine by realizing limitations, overcoming personal problems, developing yourself, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety. (S1)
	CLO 4	Apply his knowledge in handling every obstetrics and gynecology case with professional abilities in accordance with his level of competence through an evidence-based medicine approach ; (C1)
Sub Course Learning Outcomes (Sub CLO)		
	Sub-CLO-1	PPDS participants are able to explain the ethics of Obstetrics and Gynecology surgery
	Sub-CLO-2	Pesetra PPDS is able to explain about infection prevention
	Sub-CLO-3	PPDS participants are able to explain about surgical threads and surgical needles
	Sub-CLO-4	PPDS participants are able to explain about surgical instruments
	Sub-CLO-5	PPDS participants are able to explain the types of nodes
	Sub-CLO-6	PPDS participants are able to explain about incisions and suturing
	Sub-CLO-7	PPDS participants were able to explain about episiotomy
	Sub-CLO-8	PPDS participants are able to explain about electrosurgery
	Sub-CLO-9	PPDS participants are able to explain hemostatatis and dissection
	Sub-CLO-10	PPDS participants were able to explain about intestinal injury repair and anastomosis
	Sub-CLO-11	PPDS participants were able to explain about the repair and anastomosis of urinarius tract injuries
	This course studies basic surgical skills, which include surgical ethics, the basics of infection prevention, surgical thread and needle recognition, surgical instruments, types of knots, incisions and suturing, episiotomy, electrosurgery,	

Brief Description MK	hemostatic and reparation dissection and anastomosis of intestinal and urinary tract injuries, so that students are expected to be able to perform surgery correctly and safely.						
Study Materials/Learning Materials	1	Ethics in Obstetrics and Gynaecology Surgery					
	2	Basics of infection prevention, Nosocomial infections					
	3	Surgical threads and surgical needles					
	4	Surgical instruments					
	5	Knot					
	6	Incision and suturing					
	7	Episiotomy					
	8	Electrosurgery					
	9	Hemostasis and dissection					
	10	Intestinal injury repair and anastomosis					
	11	Repair and anastomosis of urinarial tract injuries					
Book	Main:						
	2. Berek JS. Novak's Gynecology. William Wilkins, 15th Ed. Baltimore, 2012						
	3. Rock JA, Thompson JD. Te Linde's Operative Gynecology, 10th Ed. Philadelphia, 2008						
	Supporter:						
1. Basic Obstetrics and Gynaecology Surgical Skills Training Module. Indonesian College of Obstetrics and Gynecology, Jakarta, 2008.							
Lecturer	Prof. Dr. dr. Syahrul Rauf, SpOG(K)						
	dr. Susiawaty, Sp.OG.(K)						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation	Forms of Learning; Learning Methods; Student Assignments; Time estimation			Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		

1	2	3	4	5	6	7	8
1	PPDS participants are able to understand the special characteristics of Obgyn surgery, principles of medical ethics, informed consent and the risks of surgery	<ul style="list-style-type: none"> • Performing operations based on indications • Conduct informed consent before surgery 	<ul style="list-style-type: none"> • PPT and Video Presentations • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3	
2	PPDS participants are able to understand the basics of general infection prevention, infection prevention, nosocomial infections	<ul style="list-style-type: none"> • Wash hands before surgery • Wearing a surgical gown 	<ul style="list-style-type: none"> • Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Self-sufficient 		Books 1,2,3	
3	PPDS participants are able to understand the definition, types, advantages, weaknesses and selection of surgical threads and surgical needles	<ul style="list-style-type: none"> • Wearing the right threads and needles in surgery 	<ul style="list-style-type: none"> • PPT and Video Presentations • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3	
4	PPDS participants are able to understand the types of instruments used	<ul style="list-style-type: none"> • Using operary tools according to their function 	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative 		Books 1,2,3	

	in basic surgery and their respective functions			<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 			
5	PPDS participants are able to understand the types of nodes used in basic surgery, indications for their use and are able to create surgical nodes	Create a node	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3	
6	PPDS participants are able to understand the type of incision contained in basic Obgyn surgery, incision indications	Make surgical incisions according to indications and location	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3	
7.	PPDS participants are able to understand the purpose, indications and types of episiotomy, advantages and disadvantages of each type of episiotomy, perineal ruptura rate and are able to perform	<ul style="list-style-type: none"> • Creating episiotomy • Suturing an episiotomy 	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3	

	episiotomy and suturing episiotomy						
8	PPDS participants are able to understand the understanding, basic work and parts of electrosurgery equipment, the types of advantages and disadvantages of electrosurgery, techniques for its use, complications and how to overcome them, and the use of electrosurgery in the field of Obgyn	<ul style="list-style-type: none"> Using electrosurgery in Obstetrics and Gynecology surgery 	<ul style="list-style-type: none"> Video Presentation Demonstration 	<ul style="list-style-type: none"> Training Discussion Practicum Collaborative Cooperative learning Self-sufficient 		Books 1,2,3	
9	PPDS participants are able to understand how to prevent, recognize and connect injured blood vessels, perform hemostasis and sharp dissection of the gland	Suturing injured blood vessels	<ul style="list-style-type: none"> Video Presentation Demonstration 	<ul style="list-style-type: none"> Training Discussion Practicum Collaborative Cooperative learning Self-sufficient 		Books 1,2,3	
10	PPDS participants are able to understand how to prevent, recognize	Suturing the injured intestine	<ul style="list-style-type: none"> Video Presentation Demonstration 	<ul style="list-style-type: none"> Training Discussion Practicum Collaborative 		Books 1,2,3	

	and connect injured intestines			<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 			
11	PPDS participants are able to understand how to prevent, recognize and connect injured ureters and bullies	Suturing the injured ureter	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3	


Example questions:

The steps to wash hands properly before surgery are:

- A. Wet hands with running water, apply antiseptic, rub hands and both arms up to elbows.
- B. Moisten hands with running water, apply antiseptic, rub hands and both arms up to elbows, rinse.
- C. Wetting hands under running water, giving antiseptic, rubbing hands and both arms up to elbows, rinsing, carried out 2 times
- D. Wet hands with running water, apply antiseptic, rub hands and both arms up to elbows, rinse, wet hands and arms with 70% alcohol
- E. Wetting hands with running water, giving antiseptic, rubbing hands and both arms to elbows, rinsing, done 2 times, wetting hands and arms with 70% alcohol

SEMESTER III

Table 14. RPS Fetomaternal II Course

	College Name		: Hasanuddin University			Document Code
	Faculty Name		: Medicine			
	Department Name		: Obstetrics and Gynecology			
	Study Program Name		: Obstetrics and Gynecology Specialist Education			
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Fetomaternal II	20C05520106	Obstetrics and gynecology medicine	6	Credits	3	
AUTHORIZATION	RPS Developer		RMK Coordinator			Head of Study Program
	Dr. dr. Deviana S. Riu, SpOG(K)		Dr.dr. Efendi Lukas, SpOG(K)			Dr.dr. Nugraha Utama Pelupessy, Sp.OG(K)
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude(A)	1. To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K)	1. To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1) 2. To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology. (K2)				
	Skill (S1)	1. To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.(S1)				
Competence (C)	1. To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical					

		<p>approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)</p> <p>2. To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)</p> <p>3. To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-malfeasance), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)</p>
Course Learning Outcomes (CLO)		
CLO 1		Devoted to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health (A1)
CLO 2		Mastering theoretical concepts and skills of obstetrics and gynecology, medical and surgery to prevent, diagnose and treat conditions related to women's reproductive health both individually and problems in the community. (K1)
CLO 3		Mastering the theoretical concepts of ethics, humanities and the legal basis of health so as to be able to apply them in practicing medicine (K2)
CLO 4		Mastering the concept of scientific thinking so as to be able to analyze and solve reproductive health problems nationally through an inter or multidisciplinary approach (S1)
CLO 5		Apply his knowledge in handling every obstetrics and gynecology case with professional abilities in accordance with his level of competence through an evidence-based <i>medicine approach</i> (C1)

CLO 6	Identify and manage reproductive health problems in the community through a holistic approach (promotive, preventive, curative & rehabilitative) in accordance with the conditions and needs of the community; (C2)
CLO 7	Apply effective communication skills in the practice of interprofessional collaboration needed to improve the quality of women's reproductive health services (C3)
Sub Course Learning Outcomes (Sub CLO)	
Sub-CLO-1	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of preeclampsia - Eclampsia with complications
Sub-CLO-2	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of hypertension in pregnancy
Sub-CLO-3	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of preterm labor and premature rupture of membranes (PPROM)
Sub-CLO-4	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, early treatment and prevention of pregnancy with gynecological problems: benign ovarian neoplasms, myoma, Bartolini's cyst, cervical cancer
Sub-CLO-5	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and treatment and prevention of pregnancy with malaria infection
Sub-CLO-6	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and treatment and prevention of pregnancy with tuberculosis infection
Sub-CLO-7	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and treatment and prevention of pregnancy with TORCH infection
Sub-CLO-8	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and treatment and prevention of pregnancy with other infections (DHF, Typhoid)

	Sub-CLO-9	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and management of multiple pregnancies
	Sub-CLO-10	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of stunted fetal growth
	Sub-CLO-11	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of pregnancy with gastrointestinal tract disease and liver disorders
	Sub-CLO-12	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of pregnancy with gestational diabetes
	Sub-CLO-13	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of pregnancy with autoimmune diseases
	Sub-CLO-14	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis of pregnancy with blood disorders
	Sub-CLO-15	Able to explain feto-placental anatomy
	Sub-CLO-16	Able to explain and perform prenatal examination of non-invasive diagnosis
	Sub-CLO-17	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of pregnancy with a bad obstetric history
	Sub-CLO- 18	Able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of Pregnancy with mental disorders
	Sub-CLO- 19	Able to explain various invasive prenatal diagnostic methods
Brief Description MK	Fetomaternal is a branch of Obstetrics and Gynecology Education that aims to improve the outcomes of high-risk pregnancies, both maternal and foetal, including prevention, diagnosis and treatment through research, education and training. Fetomaternal focuses on the health of pregnant women and fetuses, from before pregnancy, during pregnancy and after delivery.	

	This course lasts for 2 months, with process activities consisting of face-to-face, discussion of outpatient cases at fetomaternal polyclinic and inpatient at Wahidin Sudirohusodo Hospital, and practicing ultrasound skills. At the end of this station, it is expected that PPDS can achieve competencies as stipulated in the Competency Standards for Obstetrics and Gynecology Specialists.	
Study Materials/Learning Materials	1	Basic knowledge about pregnancy
	2	Pregnancy with complications
	3	Obstetric Ultrasound
	4	Cardiotocography
	5	Growth and development of the fetus
Book	Main:	
		<ol style="list-style-type: none"> 1. Creasy RK, Resnik R, Iams JD. Maternal – Fetal Medicine : Principles and Practice. 8th ed.2019. Elsevier. 2. Queenan JT, Spong CY, Lockwood CJ. Protocok for High-Risk Pregnancy. An Evidence Based Approach. 2016. Oxford. Wiley. Blackwell. 3. Norton ME, Scutt LM, Feldstein VA. Callen's Ultrasonography in Obstetrics and Gynecology. 6^{YRS}-ed. Philadelphia. Elsevier. 4. Sadler TW. 2015. Langman's Medical Embryology. 13th ed. Philadelphia: Lippincott Williams & Wilkins. 5. Benacerraf BR. Ultrasound of Fetal Syndrome. 2nd ed. 2008. Philadelphia. Elsevier 6. Clinical Sonography a Practical Guide, Third Edition, Roger C. Sanders, Lippincott, 2008, Philadelphia, New York. 7. Maternal Genetic Disease, Isada. Srugan. Johnson. Evans, Appleton & Lange, United States of America. 8. Fetal Medicine, Basic Science and Clinical Practice, Charles H Rodeek, Martin J Whittle, Churchill Livingstone, 2006, London.
	Supporter:	
		<ol style="list-style-type: none"> 1. Cunningham FG, Leveno KJ, Bloom SL, Hauth JC, Gilstrap III L, Wenstrom KD. 2018. Williams Obstetrics. 25th ed. New York: McGraw-Hill Medical. 2. Chandrharan E. Handbook of CTG Interpretation: From Patterns to Physiology. 2017. Cambridge University 3. Fetal Heart Rate Monitoring, Second Edition, Roger K Freeman, MD., Thomas J Garite, MD., Michael P. Nageotte, MD, William & Wilkins, 2013, Baltimore, Maryland. 4. CTG made easy, Gauge M Susan, Blackwell Scientific Publications, 2011, Boston 5. PNPk Preeclampsia. POGI 2016 6. HKFM. 2012. Handbook for Obstetric Case Management. Jakarta: Palawa Sari Printing.

Lecturer	Dr. dr. Deviana S. Riu, SpOG(K) dr. Suzanna S. Pakasi, SpOG(K) Dr. dr. Efendi Lukas, SpOG(K) Dr. dr. Nur Rakhmah, SpOG(K), Mkes						
Prerequisite courses	Fetomaternal I						
Meeting to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Offline	Online		
1	2	3	4	5	6	7	8
The education process is continuous during the stage Mgg 1-8	Able to diagnose and manage preeclampsia - Eclampsia with complications	Completeness in understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of preeclampsia - Eclampsia with complications	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Books 1,2,8	15%
	Able to establish the diagnosis and early management of	Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology,	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study	Case discussion Independent	Books 1,2,8	10%

hypertension in pregnancy	supporting examination methods, differential diagnosis, early treatment and prevention of hypertension in pregnancy		Clinical practice	task: literature searching		
Able to establish the diagnosis and manage preterm labor and premature rupture of membranes (PPROM)	Completeness in understanding and being able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of preterm labor and premature rupture of membranes (PPROM)	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Books 1,2,8	10%
Able to establish the diagnosis and manage early pregnancy with gynecological problems: benign ovarian neoplasms, myoma. Vartolini cyst, cervical cancer	Completeness of understanding so as to be able to explain the definition, signs and symptoms, etiology, pathophysiology, supporting examination methods, treatment and prevention of pregnancy with gynecological problems: benign ovarian neoplasms, myoma, Bartolini's cyst, cervical cancer childbirth aid	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Book 1.2	5%

<p>Able to establish the diagnosis and management of early pregnancy with malaria infection</p>	<p>Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and early treatment and prevention of pregnancy with malaria infection</p>	<p>Case presentation Sari Pustaka SOOCA MCQ</p>	<p>Case discussion Bed side teaching Self-study Clinical practice</p>	<p>Case discussion Independent task: literature searching</p>	<p>Book 1.2</p>	<p>5%</p>
<p>Able to establish the diagnosis and manage early pregnancy with tuberculosis infection</p>	<p>Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and early treatment and prevention of pregnancy with tuberculosis infection</p>	<p>Case presentation Sari Pustaka SOOCA MCQ</p>	<p>Case discussion Bed side teaching Self-study Clinical practice</p>	<p>Case discussion Independent task: literature searching</p>	<p>Book 1.2</p>	<p>5%</p>
<p>Able to establish the diagnosis and manage pregnancy with TORCH infection</p>	<p>Completeness of understanding so as to be able to explain the definition, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential</p>	<p>Case presentation Sari Pustaka SOOCA MCQ</p>	<p>Case discussion Bed side teaching Self-study Clinical practice</p>	<p>Case discussion Independent task: literature</p>	<p>Book 1.2</p>	<p>5%</p>

	diagnosis and treatment and prevention of pregnancy with TORCH infection			searching		
Able to establish the diagnosis and manage early pregnancy with other infections	Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and early treatment and prevention of pregnancy with other infections	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Book 1.2	5%
Able to establish the diagnosis and manage multiple pregnancies	Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis and management of multiple pregnancies	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Books 1,2,4	5%
Able to establish the diagnosis and manage stunted fetal growth	Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology,	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study	Case discussion Independent	Books 1,2,4	10%

		pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of stunted fetal growth		Clinical practice	task: literature searching		
Able to establish the diagnosis and management of early pregnancy with diseases of the gastrointestinal tract and liver	Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of pregnancy with diseases of the gastrointestinal tract and liver	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Book 1.2	5%	
Able to establish the diagnosis and manage early gestational diabetes	Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of gestational diabetes	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Book 1.2	5%	

Able to establish the diagnosis and manage early pregnancy with autoimmune diseases	Completeness of understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, early treatment and prevention of pregnancy with autoimmune diseases	Case presentation Sari Pustaka SOOCA MCQ	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Book 1.2	2%
Able to explain fetoplacental anatomy	Able to understand and explain fetoplacental anatomy	Case presentation Sari Pustaka MCQ	Discussion Self-study	Independent task: literature searching	Book 4	2%
Able to explain and perform prenatal examination of non-invasive diagnosis	Able to explain and perform prenatal examination of non-invasive diagnosis	Sari Pustaka DOPS	Face-to-face Self-study Clinical practice	Independent task: literature searching	Books 5,6,7	5%
Able to manage pregnancy with a poor obstetric history	Able to understand so as to be able to explain definitions, signs and symptoms, etiology,	Case presentation Sari Pustaka MCQ	Case discussion Bed side teaching	Case discussion	Books 1.8	2%


		pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of pregnancy with a bad obstetric history		Self-study	Independent task: literature searching		
	Able to establish the diagnosis and manage Pregnancy with mental disorders	Able to understand so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of Pregnancy with mental disorders	Case presentation Sari Pustaka MCQ	Case discussion Bed side teaching Self-study	Case discussion Independent task: literature searching	Book 1	1%
	Able to explain various invasive prenatal diagnostic methods	Able to explain various invasive prenatal diagnostic methods	Case presentation Sari Pustaka MCQ	Case discussion Bed side teaching Self-study		Books 5,6,7	1%

Sample Questions:

23 years old primigravida presents to you at fourteen weeks of gestation. She is concerned about normality of fetus. At what time will you advise her detailed fetal anomaly scan?

- a. 22-24 WEEKS
- b. 14-16 WEEKS
- c. **18-22 WEEKS**
- d. 10-14 WEEKS
- e. 24-28 WEEKS

Table 15. RPS Minor Gynecological Surgery Course

	College Name	: Hasanuddin University					Document Code
	Faculty Name	: Medicine					
	Department Name	: Obstetrics and Gynecology					
	Study Program Name	: Obstetrics and Gynecology Specialist I Education Program					
SEMESTER LESSON PLAN							
COURSE (MK)		CODE	MK Family	WEIGHT (SKS):	SEMESTER	Date of Preparation	
Minor Gynaecological Surgery		20C05520202	Gynaecological Surgery	5	3	1-10-2019	
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program		
	Dr. dr. Nugraha Utama Pelupessy, SpOGK		Dr. dr. Sharvianty A, SpOGK		Dr.dr. Nugraha Utama Pelupessy, Sp.OG(K)		
Learning Outcomes (CP)	CPL PRODI charged to MK						
	Attitude(A1)	1. To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)					
	Knowledge (K)	1. To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)					
	Skills (S)	1. To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)					
	Competence (C)	1. To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women (C1)					
	Course Learning Outcomes (CLO)						
CLO 1	Fear God Almighty and able to show a religious attitude and uphold human values in carrying out duties based on religion, morals, and ethics and contribute to improving the quality of life in society, nation, state, and progress (S1)						
CLO 2	Mastering the theoretical concepts of obstetric and gynecological science, and able to apply the						

		knowledge gained to solve problems related to obstetrics and gynecology in the community. (K1)
	CLO 3	Developing logical, critical, systematic, and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology that pay attention to and apply humanities values in accordance with their fields of expertise, compile scientific conceptions and study results based on scientific rules, procedures, and ethics and are uploaded on the university website, as well as papers that have been published in accredited scientific journals or accepted in international journals (S1)
	CLO 4	Handle every obstetric and gynecological case with high professional ability through an evidence-based medicine approach. (S1)
Sub Course Learning Outcomes (Sub CLO)		
	Sub-CLO-1	Understand and explain the anatomy, physiology, histology and pathology of the vulva, vagina, and uterus
	Sub-CLO-2	Know the definition, indications, principles of work and introduction to tools, techniques, and complications of minor gynecological surgery surgical procedures: <ul style="list-style-type: none"> a. Enucleation / Marsupialization of Bartholin's cyst b. Dilatation dan Curettage / endometrial biopsy c. Extirpation of cervical polyps d. Excision of benign lesions of the vulva
Brief Description MK	The expected competence is that after attending this course, students are able to perform independently in patients with minor gynecology surgery, namely enucleation / marsupialization of Bartolini cysts, dilation and curettage of endometrial biopsy, extirpation of cervical polyps and excision of benign lesions of the vulva.	
Study Materials/Learning Materials	1	Anatomy, histology, physiology, histology and pathology of the vulva, vagina and uterus
	2	Vulvar, vaginal and uterine infections
	3	Tumors of the vulva, vagina and uterus
	4	<i>Preoperative</i> dan <i>postoperative</i> minor gynecological surgery
	5	Minor gynecological surgery techniques and complications, namely enucleation/ marsupialization of Bartolini cysts, dilation and curettage/endometrial biopsy, extirpation of cervical polyps and excision of benign lesions of the vulva.
Pustaka	Main:	

	<ol style="list-style-type: none"> 2. Berek JS, Berek and Novak's Gynecology, edisi 15.2012. Lippincott Williams & Willkins. USA 3. Leon Speroff, Robert H. Glass. Nathan G. Kase. 2011. Clinical Gynekologic Endocrinology And Infertility. Eighth Edition. United States Of America. 4. Handa Victoria L, Te Linde's Operative Gynecology, edisi 12 .2019. Philadelphia: Wolters Kluwer. 5. DiSaia Philip J, Creasman William T. Clinical Gynecologic Oncology. Edisi 9.2018. Elsevier Health Sciences. 6. Baggish Michael, Karram Mickey. Atlas of pelvic Anatomy and Gynecology Surgery. Edisi 4. 2015. Elsevier Health Sciences. 7. Kurman RJ, Herrington CS, Young RH. Classification of Tumours of Female Reproductive Organs. Edisi 6.2014. International Agency for Research on Cancer (IARC). 						
	Supporter:						
	<ol style="list-style-type: none"> 1. Aziz FM, Andrijono, Saifuddin AB. Buku Acuan Onkologi Gynaecology ,Edisi 1. 2010. PT Pustaka Sarwono Prawiroharjo. 2. Activity Book of Oncology Stase Education for Specialist I Obsteri and Gynecology Department of Obstetrics and Gynecology. Faculty of Medicine, Hasanuddin University. 2014 						
Lecturer	Dr. dr. Nugraha Utama Pelupessy, SpOG(K)						
Prerequisite courses	Biomedicine and Basic Surgical Skills						
Meeting	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessme nt Weight (%)
		Indicator	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students are able to know the anatomy, physiology, histology and pathology of	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology 	<ul style="list-style-type: none"> • Presentatio n • Task sheet • Quiz • 	<ul style="list-style-type: none"> • lecture • Discussion • Collaborati ve Cooperativ e learning 	<ul style="list-style-type: none"> • lecture • Discussion • Collaborati ve Cooperativ e learning 	book 1,2,6	10

	the vulva, vagina and uterus			<ul style="list-style-type: none"> • Self-sufficient 	Self-sufficient		
2	Students are able to explain and analyze anatomy, physiology, histology and pathology of the vulva, vagina and uterus	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology 	<ul style="list-style-type: none"> • Presentation • Portfolio • Written and oral exams 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	Buku1,2,6	10
3	Students are able to explain and understand clinical and problem solving about vulvar, vaginal and uterine infections	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Gynecological surgery 	<ul style="list-style-type: none"> • Presentation • Portfolio • Oral exam • Internship 	<ul style="list-style-type: none"> • Lecture • Discussion • Internship • Collaborative • Cooperative learning • Self-sufficient 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	Buku1,3,4,5,6	20
4	Students are able to handle under	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology 	<ul style="list-style-type: none"> • Presentation • Portfolio 	<ul style="list-style-type: none"> • Lecture • Discussion 		Buku1,3,4,5,6	10

	the supervision of vulvar, vaginal and uterine infections	<ul style="list-style-type: none"> • Pathology • Gynecological surgery 	<ul style="list-style-type: none"> • Oral exam • Internship 	<ul style="list-style-type: none"> • Collaborative • Cooperative learning • Self-sufficient 			
5	Students are able to do independent treatment of vulvar, vaginal and uterine infections	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Gynecological Surgery 	<ul style="list-style-type: none"> • Presentation • Portfolio • Logbook • OSCE 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Buku 1,2,3,4,5,6	20
6	Students are able to explain and understand clinical and problem solving about vulvar, vaginal and uterine tumors	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Gynecological Surgery 	<ul style="list-style-type: none"> • Presentation • Portfolio • Written and oral exams • Internship 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Buku 1,2,3,4,5,6	20
7	Students are able to explain and	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology 	<ul style="list-style-type: none"> • Presentation • Portfolio 	<ul style="list-style-type: none"> • lecture • Discussion 		Buku 1,2,3,4,5,6	10

8	<p>understand clinical and problem solving about minor gynecological surgery</p> <p>Students are able to explain and carry out treatment under the supervision of minor gynecological surgery</p>	<ul style="list-style-type: none"> • Pathology • Gynecological Surgery • Anatomy • Histology • Physiology • Pathology • Gynecological Surgery 	<ul style="list-style-type: none"> • Written and oral exams • Practicum • Presentation • Portfolio • Oral exam • Practicum 	<ul style="list-style-type: none"> • Collaborative • Cooperative learning • • Self-sufficient • lecture • Discussion • Collaborative • Cooperative learning • • Self-sufficient 		Buku 1,2,3,4,5,6	
9	<p>Students are able to explain and handle independently about minor gynecological surgery</p>	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Gynecological Surgery 	<ul style="list-style-type: none"> • Presentation • Portfolio • Logbook • OSCE 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • • Self-sufficient 		Buku 1,2,3,4,5,6	


Sample Questions

A 30-year-old P1A0 woman came to the Obstetrics and Gynaecology Polyclinic complaining of a lump on the vulva accompanied by pain and burning. On physical examination, a lump was found on the lower left vulva with a size of 5 cm, red in color and painful when pressed. A history of vaginal discharge exists. A history of trauma and taking medications is absent. Then the action can be:

- A. Observation
- B. Warm water compress
- C. Antibiotic administration
- D. Incision and drainage
- E. Biopsy

Answer: D

Table 16. RPS PONEK Course

	College Name	: Hasanuddin University				Docu me nt Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Medical Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
PONEK	20C05520302	Obstetrics & Gynaecology	2	Credits	3	September 17, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr. dr. Andi Mardiah Tahir, SpOG (K)		Dr.dr.Deviana S Riu Sp.OG (K)		Dr.dr. Nugraha Utama Pelupessy, Sp.OG(K)	
	CPL PRODI charged to MK					
	Attitude(A)	1. To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				

Learning Outcomes (CP)	Knowledge (P)	<ol style="list-style-type: none"> 1. To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1) 2. To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)
	Skills (S)	<ol style="list-style-type: none"> 1. To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.(S2)
	Competence (C)	<ol style="list-style-type: none"> 1. To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
	Course Learning Outcomes (CLO)	
	CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics and show an attitude of responsibility for work in their field of expertise independently. (S1)
	CLO 2	Carry out professional medical practice in accordance with divine, noble moral, ethical, disciplined, legal and socio-cultural values and practice medicine by realizing limitations, overcoming personal problems, developing themselves, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety. (K1)
	CLO 3	Applying preventive medicine, introducing findings on maternal and infant mortality in Indonesia, causes and preventive measures and actions to reduce maternal and infant mortality in Indonesia comprehensively (K2)
	CLO 4	Able to practice medicine by realizing limitations, overcoming personal problems, developing themselves, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety, managing individual, family and community health problems comprehensively, holistically, coordinatively, collaboratively and continuously in the context of primary health care. (S2)
	CLO 5	Perform clinical procedures in accordance with their authority related to health problems using the principles of patient safety, as well as the safety of themselves and others (<i>universal precaution</i>) (S2)
	Sub Course Learning Outcomes (Sub CLO)	

	Sub-CLO-1	Students are able to explain maternal and infant mortality surveillance
	Sub-CLO-2	Students are able to explain about regional perinatal services
	Sub-CLO-3	Students are able to explain about clinical risk management
	Sub-CLO-4	Students are able to explain medical emergencies
	Sub-CLO-5	Students are able to explain about analgesia and obstetric anesthesia
	Sub-CLO-6	Students are able to explain about Partographs
	Sub-CLO-7	Students are able to explain abnormal labor (obstructed labor (Dystocia), shoulder dystocia and breech labor)
	Sub-CLO-8	Students are able to explain about preterm labor
	Sub-CLO-9	Students are able to explain about cesarean section
	Sub-CLO-10	Students are able to explain about hypertension in pregnancy
	Sub-CLO-11	Students are able to explain about bleeding in pregnancy and childbirth
	Sub-CLO-12	Students are able to explain intrapartum and postpartum infections and sepsis
Brief Description MK	This course studies PONEK. The content of this course includes: Maternal and Infant Death Surveillance, Regional Perinatal Services, Clinical Risk Management, Medical Emergencies, Obstetric Analgesia and Anesthesia, Partograph, Abnormal Delivery, Preterm Delivery, Cesarean Section, Hypertension in Pregnancy, Bleeding in Pregnancy and Childbirth, Intrapartum and Postpartum Infections and Sepsis.	
	1	Maternal and Infant Death Surveillance
	2	Regional Perinatal Services
	3	Clinical Risk Management
	4	Medical Emergencies
	5	Analgesia dan Anesthesia Obstetric
	6	Partograf
	7	Persalinan Abnormal
	8	Persalinan Preterm
	9	Cesarean section
	10	Hypertension in pregnancy
	11	Bleeding In Pregnancy and Childbirth
	12	Intrapartum and Postpartum Infections and Sepsis

Book	Main:						
	1. Comprehensive Emergency Obstetrics and Neonatal Services Training Package (PONEK) – Essential Obstetric Care, JNPK-KR 2008						
	Supporter:						
	1. JNPK-KR Normal Maternity Care Training Package (APN)						
Lecturer	Dr. dr. Andi Mardiah Tahir, SpOG (K)						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students are able to explain maternal and infant mortality surveys	<ul style="list-style-type: none"> • Introduction • General information needs • Surveillance cycle • Determining the approach • Definition of maternal and infant mortality • Plan and execute the approach • Analysis of findings 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1	

		<ul style="list-style-type: none"> • Translating findings into concrete actions • Disseminate findings and recommendations • Evaluation • Guarantee of confidentiality, legality and ethics 					
2	Students are able to explain Regional Perinatal Services	<ul style="list-style-type: none"> • Background • Cause of death • Efforts to reduce maternal and perinatal mortality • System approach • PONEK 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1	
3	Students are able to explain Clinical Risk Management	<ul style="list-style-type: none"> • Definition • Structure • Risk identification • Risk analysis • Risk control 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1	

4	Students are able to explain medical emergencies	<ul style="list-style-type: none"> • Background • Stabilization and referral • Fluid therapy • Blood transfusion • Antibiotics • Pain management • Tetanus • Diuretics • Acid-base balance • Ketoacidosis • Severe complications that are difficult to overcome • Circulatory shock • Infection/sepsis • Septic shock • Intra-abdominal trauma • Resuscitation • dealing with clients who are impaired in consciousness • cardio-Pulmonary resuscitation Phase 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Book 1	
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		<ul style="list-style-type: none"> • Termination of resuscitation measures 					
5	Students are able to explain obstetric analgesia and anesthesia	<ul style="list-style-type: none"> • Introduction • Analgesia technique without medicamentose • Analgesia, amnesia and anesthesia ingredients • Specific types of analgesia, amnesia and anesthesia • Regional anesthesia • Local analgesia of infiltration • Regional analgesia • Side effects of spinal or epidural anesthesia • Intrapartum analgesia • Analgesia in pathological obstetric cases • Anaesthesia in cesarean section 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book1.2	

6	Students are able to explain the Partograph	<ul style="list-style-type: none"> • Background • General purpose • Special purpose • Recording during time I • Labor • Alert line and tinkered line • Upbringing, observation and other clinical decisions • Recording on the back sheet of the partograph • Partograph example • Active management III 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • practicum • Collaborative • Cooperative learning • Self-sufficient 		Book 2	
7	Students are able to explain Abnormal Labor	<ul style="list-style-type: none"> • Definition • Diagnosis • Management of the latent phase extends • Longitudinal active phase management • Neonatal management • Flowchart 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • internship • Collaborative • Cooperative learning • Self-sufficient 		Buku 1, 2	

		<ul style="list-style-type: none"> • Dystocia • Vacuum extraction • Cunam extraction • Direct assessment of labor jams • dystocia • breech presentation 					
8	Students are able to explain Preterm Labor	<ul style="list-style-type: none"> • Definition • Purpose • Management • Early rupture of membranes 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Books 1, 2	
9	Students are able to explain about Cesarean section	<ul style="list-style-type: none"> • Definition • Types of cesarean section • Indication • Action preparation • General preparation 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • practicum • Collaborative • Cooperative learning • Self-sufficient 		Book 1	

		<ul style="list-style-type: none"> • Open the stomach and make a flap • Frequently encountered problems • Direct assessment of cesarean section 					
10	Students are able to explain hypertension in pregnancy,	<ul style="list-style-type: none"> • Classification and definition • Predisposing factors • Pathophysiological changes in pre-eclampsia • Pathology and pathogenesis • Diagnosis • Management • Chronic hypertension in pregnancy • Flowchart • Direct assessment of severe pre-eclampsia 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • practicum • Collaborative • Cooperative learning • Self-sufficient 			

11	Students are able to explain bleeding in pregnancy and childbirth	<ul style="list-style-type: none"> • Introduction • Limitation • Purpose • Problem • Clinic assessment • Abortion • Abortion management • Manual vacuum aspiration • AVM procedure steps • Ectopic pregnancy • Direct assessment • Bleeding in pregnancy is easy • Bleeding in late pregnancy and childbirth • Placenta previa • Placental abruption • Uterine rupture • Postpartum bleeding • Problem • General management 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1, 2	
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		<ul style="list-style-type: none"> • Special management • Early postpartum bleeding • Atonia uteri • Placental retention • Cervical tear • Flowchart 					
12	Students are able to explain intrapartum and postpartum infections and sepsis	<ul style="list-style-type: none"> • Definition • Risk factors • Diagnosis • Clinical examination • Governance • Clinic assessment • Management 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1	

Example Problem:

A mother Mrs. A, 27 years old, G1P0A0, referred from the Midwife, entered the hospital at 05.00 WITA with a large child suspect. HPHT date. Oct 23, 2019. Mom felt the mules and wanted to squeeze.
Examination: KU is good/conscious, TV is within normal limits,
Pem. Physical: in Normal BTS,
Pem. Abdomen: TFU 38cm, LP:110cm, L1: 2 lower fingers Px, His (+) and FHR 132X/ min.
PDV: Portio sinking, complete opening, spontaneous rupture of membranes, clear, palpable head with UUK at 12:00, Moulage (-), decrease in H3 kep.
Mother wants to ransack, born head but with Turtle sign position.


Question:

What is the cause of this case?

- A. Primipara
- B. Big boy
- C. Narrow pelvis
- D. His does not exist
- E. Old partus.

Answer: B

Tabel 17. RPS Mata Lecture Clinical Practice Review

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education 1				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
CLINICAL PRACTICE REVIEW	20C05520402	Obstetrics and Gynecology	2	Credits	3	September 22, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
Learning Outcomes (CP)	dr. Darma Syanty, SpOG (K)				Dr.dr. Nugraha Utama Pelupessy, Sp.OG(K)	
	Attitude(A)	1. To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K)	1. To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S)	1. To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)				
	Competence (C)	1. To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)				
Course Learning Outcomes (CLO)						

	CLO 1	Devoted to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health (S1)
	CLO 2	Mastering theoretical concepts and skills of obstetrics and gynecology, medical and surgery to prevent, diagnose and treat conditions related to women's reproductive health both individually and problems in the community. (K1)
	CLO 4	Mastering information technology application methods so as to be able to develop knowledge, skills and technology, especially in the fields of obstetrics and gynecology. (S1)
	CLO 5	Communicating thoughts / arguments or innovative works that are beneficial for professional development and entrepreneurship, which can be accounted for scientifically and professional ethics, to the community, especially the professional community (S1)
	Sub Course Learning Outcomes (Sub CLO)	
	Sub-CLO-1	Students are able to make reports of inpatient cases in PDF format
	Sub-CLO-2	Students are able to make presentations well
	Sub-CLO-3	Students are able to communicate effectively
	Sub-CLO-4	Students are able to explain cases reported based on evidence-based medicine
	Sub-CLO-5	Have knowledge of current handling of the cases presented
Brief Description MK	<p>The Good clinical practice course is face-to-face twice a week, discussing cases handled during the week. Discussion is focused on the ability of students to establish a diagnosis both through history, supporting examinations and actions / therapies given, as well as being able to explain the counseling and education provided in each case.</p> <p>This course requires 3rd semester students to present cases alternately according to a predetermined format, in front of all PPDS OBGIN and consular representatives from each division.</p>	
Study Materials/Learning Materials	1	Obstetrics
	2	Minor gynecology
	3	Major Gynaecology

	4	Effective communication					
	5	PDF format report creation					
Pustaka	Main:						
		<ol style="list-style-type: none"> 1. Obstetrics and Gynaecology, An evidence-based text for MRCOG 2. Evidence Based Color Atlas of Obstetrics and Gynaecology 3. Making The Patient Your Partner: Communication Skills for Doctors and Other Caregivers 					
	Supporter:						
		<ol style="list-style-type: none"> 1. RCOG guidelines (website) 2. Cochrane Library (website) 					
Lecturer	<ol style="list-style-type: none"> 1. dr. Darma Syanty, SpOG (K) 2. All PPDS-1 Teaching Staff 						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
Lasts for 1 semester	Students are able to make reports of inpatient cases in PDF format	<ul style="list-style-type: none"> • Accuracy in compiling reports in accordance with the existing format in PDF form 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Face-to-face • Discovery learning • Self-Directed Learning (SDL) 	Shape: Structured learning and self-study Method: Structured task completion		10

					and reference search		
	Students are able to make presentations well	<ul style="list-style-type: none"> • Completeness in explaining the cases presented 	<ul style="list-style-type: none"> • Rubric 	<ul style="list-style-type: none"> • Training • Discovery learning • Self-Directed Learning (SDL) 	Shape: Structured learning and self-study Method: Structured task completion and reference search		20
	Students are able to communicate effectively	<ul style="list-style-type: none"> • Ability to apply effective communication 	<ul style="list-style-type: none"> • Rubric 	<ul style="list-style-type: none"> • Training • Discovery learning • Self-Directed Learning (SDL) 	Shape: Structured learning and self-study Method: Structured task completion and reference search		20
	Students are able to explain cases reported based on	<ul style="list-style-type: none"> • Thoroughness in explaining the cases presented 	<ul style="list-style-type: none"> • Rubric 	<ul style="list-style-type: none"> • Discovery learning • Self-Directed Learning (SDL) 	Shape: Structured learning and self-study Method:	Books 1,2,3,4	30

	evidence-based medicine				Structured task completion and walkthroughs reference		
	Have knowledge of current handling of the cases presented	<ul style="list-style-type: none"> Thoroughness in explaining the cases presented and the latest developments in terms of case management 	<ul style="list-style-type: none"> Rubric 	<ul style="list-style-type: none"> Discovery learning Self-Directed Learning (SDL) 	Shape: Structured learning and self-study Method: Structured task completion and walkthroughs reference	Books 1,2,3,4	20

Sample Questions:


1. Explain the things that should be considered in the choice of contraceptive method.
2. In the case of incomplete abortion, how much education do you provide to patients and families, especially about contraception and when can you try to have another child?
3. If a patient refuses to follow hospital procedures or protocols, how do you communicate the consequences to the patient and/or his family?

Answer:

1. Things to consider in the choice of contraceptive method:
 - a. Mother's age
 - b. Parity
 - c. Contraceptive goals (delaying, straining or not wanting to get pregnant again)

- d. Concomitant conditions, such as the presence of diseases suffered by the mother
2. Counseling and education for patients and their families with cases of incomplete abortion are given with a sense of empathy, explaining that the condition of incomplete abortion can be caused by several things, including genetic disorders and infections. To minimize bleeding and infection complications, it is necessary to take measures that are appropriate to gestational age and the amount of tissue residue that appears on ultrasonography examination. This is important to do to minimize the risk of bleeding and infection. Patients and families are educated to plan pregnancy well, at least 3 months ahead to provide nutritional repair time and healing opportunities for tissue after curettage

Table 18. RPS Scientific Publication Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education 1				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
SCIENTIFIC PUBLICATIONS	20C05520501		2	Credits	II	September 22, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	

	dr. Sriwijaya, SpOG(K)	Dr. dr. Isharyah Sunarno, SpOG(K)	Dr.dr. Nugraha Utama Pelupessy, Sp.OG(K)
Learning Outcomes (CP)	CPL PRODI charged to MK		
	Attitude(A)	1. To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)	
	Knowledge (K)	1. To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)	
	Skills (S)	1. To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)	
	Competence (C)	1. To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)	
	Course Learning Outcomes (CLO)		
	CLO 1	Fear God Almighty and able to show a religious attitude, uphold human values in carrying out duties based on religion, morals, and ethics and contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila (S1)	
	CLO 2	Mastering the theoretical concepts of obstetrics and gynecology, and able to apply the knowledge gained to solve problems related to obstetrics and gynecology in society. As well as absorbing, researching, developing and applying obstetrics and gynecology in accordance with the progress and development of medical science and technology (K1)	
	CLO 3	Able to develop logical, critical, systematic, and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology that pay attention to and apply humanities values in accordance with their fields of expertise, compile scientific conceptions and study results based on scientific rules, procedures and ethics in the form of a thesis or other equivalent forms, and uploaded on the university website, as well as papers that have been published in accredited scientific journals or accepted in international journals (S1)	
	CLO 4	Conduct academic validation or studies according to their field of expertise in solving problems in relevant communities or industries through developing knowledge and compiling ideas, thoughts, and scientific arguments responsibly and based on academic ethics, as well as communicating them through the media to the academic community and the wider community (S1)	
	Sub Course Learning Outcomes (Sub CLO)		

	Sub-CLO-1	Students are able to understand the definition of scientific publications					
	Sub-CLO-2	Students are able to understand the anatomy of a scientific publication					
	Sub-CLO-3	Students are able to understand the writing of a scientific publication					
	Sub-CLO-4	Students are able to find reading sources that are scientific publications					
	Sub-CLO-5	Students are able to manage appraise evidence					
Brief Description MK	This course studies Scientific Publications. The content of this course includes definitions, the structure of a writing that is a scientific publication, ways to find the writing and appraise evidence						
Study Materials/Learning Materials	1	Definition from a scientific publication					
	2	The structure that composes a scientific publication					
	3	Method of reading a scientific publication					
	4	Steps to find a scientific publication					
	5	Level of Evidence of scientific publications					
Book	Main:						
		1.Greenhalgh, T., 2014. How to read a paper: the basics of evidence-based medicine, Fifth. ed. John Wiley & Sons Ltd.					
	Supporter:						
		Scientific Papers Learn Science at Scitable [WWW Document], n.d. URL https://www.nature.com/scitable/topicpage/scientific-papers-13815490/ (accessed 9.7.19).					
Lecturer	dr. Sriwijaya, SpOG(K)						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		

1	2	3	4	5	6	7	8
1	Students are able to understand the definition of scientific publications	Accuracy in understanding the definition of a scientific publication	Non test form: Online assignment	Form: lecture Method: lecture followed by discussion TM : 1x100'	Form: Structured Learning and Self-Study Method : Structured task completion and reference learning	Book 1	
	Students are able to compile a scientific publication	Able to describe the structure contained in a scientific publication	Non test form: Online assignment		Structured and Self-study Method : Structured task completion and reference learning	Book 1	
	Students are able to understand a scientific publication	Able to describe the contents contained in a scientific publication	Non test form: Online assignment		Structured and Self-study Method : Structured task completion and reference learning	Book 1 and supporter	
	Students are able to determine good	Ability to take steps to find a	Non test form:		Structured and Self-study	1.Book 1	


	scientific publications	scientific publication	Online assignment		Method : Structured task completion and reference learning	2.Supporing 3. Scientific journals	
	Students are able to determine the level of a scientific publication	Ability to appraise evidence	Non test form: Online assignment		Structured and Self-study Method : Structured task completion and reference learning	1.Book 1 2.Supporing 3. Scientific journals	

Sample questions

1. In addition to having scientific properties, a scientific work must have the following properties:
 - A. Massage
 - B. Narrative
 - C. Methodical**
 - D. Agitative
 - E. Beneficial to the general public

SEMESTER IV

Tabel 19. RPS Mata Lecture Obstetric Surgical Skill

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics & Gynecology				
	Study Program Name	: Medical Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Obstetric Surgical Skill	20C05520607	Obstetrics and Gynecology	7	Credits	IV	September 22, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator			Head of Study Program
	Dr. dr. Trika Irianta, SpOG(K)		Dr. dr. Trika Irianta, SpOG(K)			Dr. dr. Nugraha Utama Pelupessy, SpOG(K)
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S1)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.(S2)				
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective					

	communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)	
CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics and show an attitude of responsibility for work in their field of expertise independently (S1)
CLO 2	Carry out professional medical practice by recognizing limitations, overcoming personal problems, developing themselves, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety. (K1)
CLO 3	Apply the latest Obstetrics and Gynecology medical science to manage health problems holistically and comprehensively (K2)
CLO 4	Summarizing logical, critical, and systematic thinking through the formulation of the concept of Obstetric Surgical Skill (S1)
CLO 5	Apply the practice of Obstetrics and Gynecology medicine by realizing limitations, overcoming personal problems, developing themselves, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety. (S1)
CLO 6	Apply the latest Obstetric Surgical Skills to manage individual health problems, especially obstetrics (S2)
CLO 7	Perform clinical procedures in accordance with their authority related to health problems using the principles of patient safety, as well as the safety of themselves and others (<i>universal precaution</i>) (S3)
Sub Course Learning Outcomes (Sub CLO)	
1	Know the definition, indications, principles of work and introduction to tools, techniques, complications of obstetric surgical procedures and be able to perform surgical procedures: <ul style="list-style-type: none"> a. Cesarean Section b. Cesarean Section with Complicators

	2	<p>Know the definition, indications, principles of work and introduction of tools, techniques, complications of procedures Surgical treatment of obstetric bleeding and able to perform surgical procedures:</p> <ol style="list-style-type: none"> a. Managing birth canal tears b. Managing uterine rupture c. Performing B-Lynch stitches d. Performing ligation of the ascending uterine artery e. Performing an obstetric hysterectomy
Brief Description MK	<p>This course is structured for the learning process for the introduction and mastery of obstetric surgical procedure techniques including information technology, clinical regulations, and research through in-class learning sessions, guidance by instructors and clinical practice related to obstetric surgical procedures so that learning objectives can be achieved within the allocated time and competencies obtained as desired.</p>	
Study Materials/Learning Materials	1	<p>Maid childbirth aid</p> <ol style="list-style-type: none"> 1.1 Cesarean Section 1.2 Cesarean Section with complicators
	2	<p>Surgical management of obstetric hemorrhage</p> <ol style="list-style-type: none"> 2.1 Birth canal tear 2.2 Uterine rupture 2.3 B-Lynch stitches 2.4 Ligation of the ascending uterine artery 2.5 Obstetric Hysterectomy
Book	Main:	
	1. Williams Obstetrics 22nd edition	
	Supporter:	
	<ol style="list-style-type: none"> 1. Manual of Cesarean Section & Laparotomy of Adnexal Abnormalities 2. Te Linde's Operative Gynecology 12th edition 3. Berek & Novak's Gynecology 14th Edition 	

Lecturer	Dr. dr. Trika Irianta, SpOG(K)						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1-8	<p>Know the definition, indications, principles of work and introduction of tools, techniques, complications of obstetric surgical surgical procedures:</p> <p>Cesarean Section Cesarean Section with Complicators</p>	<ul style="list-style-type: none"> • Indications of cesarean section • Tools used and Operating Room Settings • Types of Cesarean Section • Action Preparation • Cesarean Section Techniques • Complications of cesarean section • Performing a Cesarean Section 	<ul style="list-style-type: none"> • Presentation • Task sheet • Interview / Oral • Bed side teaching guidance • Competency assessment using a checklist • Assessment during clinical practice and clinical discussion • Direct guidance and 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient <p>Clinical Practice : Observation and action with guidance or independently</p>		Books 1-4	

			assessment during surgery if patients are available				
9 - 21	<p>Know the definition, indications, principles of work and introduction of tools, techniques, complications of procedures Surgical treatment of obstetric bleeding and able to perform surgical procedures:</p> <p>Birth canal tear</p> <p>Uterine rupture</p> <p>B-Lynch stitches</p>	<ul style="list-style-type: none"> • Understanding about internal genital bleeding • The principle of hemostasis • Principles and techniques of arterial ligation in the management of obstetric hemorrhage • Principles and techniques of B-lynch sutures • Principles and techniques of obstetric hysterectomy • Able to perform independent operations 	<ul style="list-style-type: none"> • Presentation • Task sheet • Interview / Oral • Bed side teaching guidance • Competency assessment using a checklist • Assessment during clinical practice and clinical discussion • Direct guidance and assessment during surgery if patients are available 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning • • Self-sufficient • Clinical Practice : Observation and action with guidance or independently 		Buku 1-4	

	Ligation of the ascending uterine artery						
	Obstetric hysterectomy						

SAMPLE QUESTIONS:


1. Which of the following indications most likely predict a classic caesarean section as opposed to a traditional transverse lower uterine segment caesarean section ?

- a. Maternal crohn's disease
- b. Vertical skin incision, unknown previous uterine incision
- c. 26 weeks gestation with a breech presentation**
- d. Myoma background
- e. twins, with the first baby in a breech presentation

2. You are counselling a couple in your clinic who desire VBAC (vaginal birth after caesarean section). Her baby is in a vertex presentation, appropriate size for 37 weeks, and her previous low transverse procedure was for breech presentation. In providing informed consent, in which of the following ways do you explain the risk of uterine rupture?

- a. less than 1%**
- b. Between 2% and 5%
- c. 15-20%
- d. dependent on the length of her labor
- e. dependent on the location and proximity of the scar site to the placental implantation

Tabel 20. RPS Mata Lecture Post Operative Care

	College Name	: Hasanuddin University				Document Code
	Faculty Name	:Medicine				
	Department Name	: Obsterion and Gynecology				
	Study Program Name	: Medical Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Post Operative Care	20C05520707		7	Credits	IV	October 9, 2019
AUTHORIZATION	RPS Developer		Coordinator RMK		Head of Study Program	
	Dr. dr. Nugraha U. Pelupesy, SpOG(K)				Dr. dr. Nugraha Utama Pelupesy, SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.(S2)				
	Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)				
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-malfasance), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)					

Course Learning Outcomes (CLO)	
CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics and show an attitude of responsibility for work in their field of expertise independently (S1)
CLO 2	Mastering theoretical concepts and skills of obstetrics and gynecology, medical and surgery to prevent, diagnose and treat conditions associated with postoperative conditions (K1)
CLO 3	Correlate science with postoperative case management in obstetrics and gynecology with professional abilities in accordance with their level of competence through an <i>evidence-based medicine approach</i> (K2)
CLO 4	Carry out professional medical practice in handling postoperative conditions in accordance with the ethical, disciplined, legal and socio-cultural values of the community. (S2)
CLO 5	Apply effective communication skills in the practice of interprofessional collaboration needed to improve the quality of postoperative services (S2)
CLO 6	Demonstrate commitment to carry out professional responsibilities and adherence to ethical principles (autonomy, beneficence, justice, and non maleficence) to diverse postoperative conditions (S3)
Sub Course Learning Outcomes (Sub CLO)	
1	Students are able to explain the principles of fluid and electrolyte needs after surgical procedures
2	Students are able to explain about nutrition and acid-base balance after surgical procedures
3	Students are able to explain about infection after surgical procedures
4	Students are able to explain about gastrointestinal complications of surgical procedures
5	Students are able to explain thromboembolism
6	Students are able to explain about handling comorbidities after surgical procedures
7	Students are able to explain about shock
8	Students are able to explain wound healing, suture materials, and surgical instruments
Brief Description MK	This course studies post operative care and its problems. The content of this course includes the principles of fluid and electrolyte requirements after surgical procedures, nutrition and acid-base balance after surgical procedures, infections after surgical procedures, gastrointestinal complications of surgical procedures, thromboembolism, handling comorbidities after surgical procedures, shock, wound healing, suture materials, and surgical instruments, so students are expected to be able to explain about post operative care material.

Study Materials/Learning Materials	1	The principle of fluid and electrolyte requirements after surgical procedures					
	2	Nutrition and acid-base balance after surgical procedures					
	3	Infection after surgical procedures					
	4	Gastrointestinal complications of surgical procedures					
	5	Thromboembolism					
	6	Management of comorbidities after surgical procedures					
	7	Shock					
	8	Wound healing, bahan suture, dan instrument bedah					
Pustaka	Main:						
	1. Berek, Jonathan S., and Emil Novak. Berek & Novak's Gynecology. 15th ed. Philadelphia, PA: Lippincott Williams & Wilkins, 2012.						
	Supporter:						
	2. Ill, Jones, & Rock, J.A. Te Linde's operative gynecology: Eleventh edition. Philadelphia, PA: Lippincott Williams & Wilkins, 2015.						
Lecturer	Dr. dr. St. Nur Asni, SpOG						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students are able to explain the principle of fluid and electrolyte	Completeness in understanding so as to be able	<ul style="list-style-type: none"> • SOOCA/ DOPS • MCQ • presentati on 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Book 1.2	12

	needs after surgical procedures	to explain and apply: <ul style="list-style-type: none"> • The principle of fluid and electrolyte requirements • Correction of fluid & electrolyte requirements 					
2	Students are able to explain nutrition and acid-base balance after surgical procedures	Completeness in understanding so as to be able to explain and apply: <ul style="list-style-type: none"> • Alkalosis • Acidosis 	<ul style="list-style-type: none"> • SOOCA/DOPS • MCQ • presentation 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Book 1.2	
3	Students are able to explain infections after surgical procedures	Completeness in understanding so as to be able to explain and apply: <ul style="list-style-type: none"> • Categories of infection • Infection prevention 	<ul style="list-style-type: none"> • SOOCA/DOPS • MCQ • presentation 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Book 1.2	12

		<ul style="list-style-type: none"> • Post operative infection management 					
4	Students are able to explain gastrointestinal complications of surgical procedures	<p>Completeness in understanding so as to be able to explain and apply:</p> <ul style="list-style-type: none"> • Ileus • Obstruction of the small intestine • Colonic obstruction • Diarrhea • Fistule 	<ul style="list-style-type: none"> • SOO • CA/D • OPS • MCQ • presentation 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Book 1.2	12
5	Students are able to explain thromboembolism	<p>Completeness in understanding so as to be able to explain and apply:</p> <ul style="list-style-type: none"> • Risk factors • Prevention methods • Management of Deep Vein Thrombosis (DVT) dan pulmonary embolism 	<ul style="list-style-type: none"> • SOO • CA/D • OPS • MCQ • presentation 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Book 1.2	12

6	Students are able to explain about handling comorbidities after surgical procedures	<p>Completeness in understanding so as to be able to explain and apply:</p> <ul style="list-style-type: none"> • Endocrine • Cardiovascular • pulmonary • Haematology • Ren • Liver 	<ul style="list-style-type: none"> • Presentation • SOO • CA/D • OPS • MCQ 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Buku 1,2	20
7	Students are able to explain about shock	<p>Completeness in understanding so as to be able to explain and apply:</p> <ul style="list-style-type: none"> • Etiology • Classification of shock (hypovolemic shock and septic shock) • Febrile neutropenia 	<ul style="list-style-type: none"> • Presentation • SOO • CA/D • OPS • MCQ 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Buku 1,2	12
8	Students are able to explain wound healing, suture materials,	<p>Completeness in understanding so as to be able</p>	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion • Bedside teaching 	Browse libraries	Buku 1,2	20


	surgical instruments	to explain and apply: <ul style="list-style-type: none"> • Wound healing • Suturic wound • Surgical Instrument 	<ul style="list-style-type: none"> • SOO • CA/D • OPS • MCQ 				
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Sample Questions

A 48-year-old woman, P3A0, complained of abdominal pain accompanied by nausea and vomiting. The general state is weak, conscious, adequate nutrition. This is experienced since 1 day ago history of postoperative abdominal hysterectomy with a diagnosis of adenomyosis. History of surgery there is a great adhesion between the intestine and uterus. Urinate the per catheter with a urine volume of 1 cc / kg bb / hour. Wind and defecation never. Physical examination obtained blood pressure 90/60 mmHG, pulse 96 times / minute, temperature 38 degrees C. Discharge 24 times / minute. Examination of abdominal bloating, decreased peristaltic impression. The above possible diagnoses are:

- A. Hypovolemic shock
- B. Dehydration
- C. Large vessel trauma
- D. Gastrointestinal trauma**
- E. Urogenital trauma

Table 21. RPS Maternal Medicine Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Medical Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Maternal Medicine	20C055208 02	Obstetrics and Gynecology	2	Credits	4	September 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr.dr. Maisuri T. Chalid, SpOG(K)		Dr.dr. Maisuri T. Chalid, SpOG(K)		Dr. dr. Nugraha Utama Pelupessy, SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (A1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)				
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)					

Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)	
CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics, and be responsible for work in the field of Maternal Medicine independently in accordance with the competencies listed in the Competency Standards for Obstetricians and Gynecologists. (S1)
CLO 2	Mastering the theoretical concepts of Maternal Medicine, and able to apply the knowledge gained to solve problems related to maternal health in the community. (K1)
CLO 3	Demonstrate the concept of scientific thinking and academic integrity in general so as to be able to analyze and solve maternal medicine problems holistically and comprehensively through an inter or multidisciplinary approach (K2)
CLO 4	Able to absorb, research, develop and apply obstetrics and gynecology in accordance with the progress and development of medical science and technology. (S1)
CLO 5	Able to handle every obstetric and gynecological case in the field of maternal health with high professional ability through an evidence-based medicine approach. (S1)
CLO 6	Able to carry out reproductive health services through interpersonal communication and holistic approaches (promotive, preventive, curative and rehabilitative) to reduce maternal and newborn mortality rates according to the context of safe motherhood. (S2)
CLO 7	Demonstrate professional competence that is able to provide complete maternal health services at the national and international specialist levels in accordance with the conditions and needs of the community. (S3)

Sub Course Learning Outcomes (Sub CLO)	
1.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with hypertension, preeclampsia and eclampsia.
2.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with rheumatism, congenital and ischemic heart disease.
3.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and carry out management, and explain the prognosis of pregnancy with gestational diabetes mellitus.
4.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with maternal hemoglobinopathic blood disorders, thromboembolism, coagulation disorders and thrombocytopenia.
5.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and carry out management, and explain the prognosis of pregnancy with liver disease.
6.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with tuberculosis
7.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with malaria.
8.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with dengue fever.
9.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, explain infection prevention and prognosis of pregnancy with HIV / AIDS.
10.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with Varicella zoster infection, Herpes simplex, Rubella, Cytomegalovirus, toxoplasma.
11.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with thyroid disease.
12.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of systemic lupus erythematosus.
13.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with epilepsy.

Brief Description MK	This course studies the management of pregnancy with comorbidities in mothers both caused by abnormalities in hemodynamic, metabolic, hematological, immune, neuroendocrine, organic and psychological disorders and diseases caused by infections.	
Study Materials/Learning Materials	1	Hypertension, from preeclampsia to eclampsia
	2	Pregnancy with heart disease
	3	Pregnancy with gestational diabetes mellitus
	4	Pregnancy with blood disorders
	5	Pregnancy with liver disease
	6	Pregnancy with tuberculosis
	7	Pregnancy with malaria
	8	Pregnancy with dengue fever
	9	Pregnancy with HIV/AIDS
	10	Pregnancy with bacterial, viral, and other parasitic infections that affect the mother and fetus.
	11	pregnancy with thyroid disease
	12	Pregnancy with systemic lupus erythematosus.
	13	Pregnancy with epilepsy.
Pustaka	Main:	
		<ol style="list-style-type: none"> 1. Cunningham FG, Leveno KJ, Bloom SL, Hauth JC, Gilstrap III L, Wenstrom KD. 2018. Williams Obstetrics. 25th ed. New York: McGraw-Hill Medical. 2. Creasy RK, Resnik R, Iams JD. Maternal – Fetal Medicine : Principles and Practice. 8th ed.2019. Elsevier. 3. Queenan JT, Spong CY, Lockwood CJ. Protocok for High-RiskPregnancy. An Evidence Based Approach. 2016. Oxford. Wiley. Blackwell.
	Supporter:	
		<ol style="list-style-type: none"> 6. PNPk Preeclampsia. POGI 2016 7. HKFM. 2012. Handbook for Obstetric Case Management. Jakarta: Palawa Sari Printing. 8. Managing Complication in Pregnancy and Childbirth : A guide for midwives and doctors. WHO, 2017.

Lecturer	Dr. dr. Maisuri T. Chalid, SpOG (K)						
Prerequisite courses	Fetomaternal I						
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicator	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with hypertension, preeclampsia and eclampsia.	Completeness of understanding So as to be able to explain the definition, epidemiology, etiology, pathophysiology, able to establish the diagnosis and carry out management, and explain the prognosis of pregnancy with hypertension, preeclampsia and eclampsia.	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side • teaching • Clinical practice 	Discussi on case	<ol style="list-style-type: none"> 1. Chronic Hypertension. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005 2. Hypertensive disorders in pregnancy. In Cunningham et al, ed. Williams Obstetrics 	15

						<p>22nd edition. McGraw-Hill. 2005</p> <p>3. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003.</p> <p>4. Reference Book of Maternal and Neonatal Health Services.</p> <p>5. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003</p>	
2	Able to explain definition,	Completeness of understanding	<ul style="list-style-type: none"> • Workbased assessment 	<ul style="list-style-type: none"> • Case discussion 	Discussion	1. Cardiovascular	10

	epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with rheumatism, congenital and ischemic heart disease	So as to be able to explain the definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with rheumatism, congenital and ischemic heart disease	(portfolio, logbook, mini-CEX, longcase, DOPS), • MCQ SOOCA	<ul style="list-style-type: none"> • Bed side • teaching • Clinical practice 	case	<p>disease. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005</p> <p>2. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003.</p> <p>3. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI.</p> <p>4. Maternal-Fetal Medicine 5th edition. Creasy RK,</p>	
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						Resnik R, Iams J. Elsevier Health Sciences. 2003	
3	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with gestational diabetes mellitus	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with gestational diabetes mellitus	<ul style="list-style-type: none"> • Workbased assessment (portfolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussion on case	<ol style="list-style-type: none"> 1. Diabetes. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005 2. Consensus on Management of Gestational Diabetes Mellitus, 2007. 3. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003. 	10

						<p>4. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI.</p> <p>5. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003</p>	
4	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussi on case Search Library Aan	<p>1. Hematological disorders. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005</p> <p>2. Obstetrics and</p>	5

	with maternal hemoglobinopathic blood disorders, thromboembolism, coagulation disorders and thrombocytopenia.	pregnancy with maternal hemoglobinopathic blood disorders, thromboembolism, coagulation disorders and thrombocytopenia				<p>Gynecology Medical Service Standards. PB-POGI, 2003.</p> <p>3. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI.</p> <p>4. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003</p> <p>5. Cunningham FG, Glover NF, Leveno KJ, Gilstrap LC, Hauth JC, Wenstrom</p>	
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						KD. William Obstetrics, 21st Ed. McGraw-Hill. New York. 2001: 1307-38.	
5	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and carry out management, and explain the prognosis of pregnancy with liver disease.	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with liver disease.	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussi on case	<p>1. Hepatic, billiary tract and pancreatic disorders. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005</p> <p>2. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003.</p> <p>3. Refere nce Book for Maternal and</p>	5

						<p>Neonatal Health Services, JNPK-POGI.</p> <p>4. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003</p> <p>5. William Obstetrics. 22nd edition. 2005.</p>	
6	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy	Completeness of understanding so as to be able to explain the definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussion on case	<p>1. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003.</p> <p>2. Reference Book for Maternal and Neonatal</p>	5

	with tuberculosis	pregnancy with tuberculosis				<p>Health Services, JNPK-POGI.</p> <p>3. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003</p> <p>4. Ross L, Goff M. Latent tuberculosis infection and BCG vaccination. WWD 2005;50:344-7</p> <p>5. World Health Organization. Treatment of Tuberculosis. Guidelines for National Programmes</p>	
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						3rd ed. Geneva:WHO;2003 6. National Guidelines for Tuberculosis Control. 9th printing. Department of Health of the Republic of Indonesia, Jakarta 2005	
7	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with malaria	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with malaria	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussi on case	1. Infecti ons. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005 2. Obstet rics and Gynecology Medical Service Standards. PB-POGI, 2003.	5

						<p>3. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI.</p> <p>4. Cunningham F.G, Gant N.F, Leveno K.J, Gilstrap L.C, Hauth J.C, Wenstrom K.D. Williams Obstetrics, 21st ed. New York: McGraw Hill,2001.p.1 461-83.</p> <p>5. Sampson JE, Gravett MG. Other infectious conditions in pregnancy. In: James DK, Steer PJ, Weiner CP,</p>	
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						<p>Gonik B, eds. High Risk pregnancy management options. 2nd ed. London: W.B.Saunders; 2001.p.559-98.</p> <p>6. Gibbs RS, Sweet RL, Duff WP. Maternal and fetal infectious disorders. In: Creasy RK, Resnik R, Iams JD,eds. Maternal-fetal medicine principles and practice. Philadelphia: Saunders; 2004.p.741-802.</p> <p>7. Faro S, Patorek JG. Perinatal</p>	
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						<p>infections. In: Knuppel RA, DruSer JE, eds. High risk pregnancy a team approach. WB Saunders company;1993.p.97-138.</p> <p>8. Andrews WW, Gilstrap LC. Urinary tract infections. In: Gleicher N, Gall SA, Sibai BM, Elkayam U, Galbraith RM, Sarto GE, eds. Principles and practice of medical therapy in pregnancy. Connecticut; Appleton&La</p>	
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						<p>nge:1992.p.9 13-20.</p> <p>9. McNeel ey SG. Urinary tract infections in pregnancy. In: Sciarra JJ, ed. Gynecology and obstetrics. Philadelphia: JB Lippincot;199 5.vol 2. (43).</p> <p>10.Allen SR. Urinary tract infection. In: Winn HN, Hobbins JC, eds. Clinical mternal- fetal medicine. New York: Parthenon; 2000.p.27 9-92.</p>	
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						<p>11. Cunningham F.G, Gant N.F, Leveno K.J, Gilstrap L.C, Hauth J.C, Wenstrom K.D. Williams Obstetrics, 21st ed. New York: McGraw Hill,2001.p .1005-38.</p> <p>12. Glazier JD, Harrington B, Sibley CP, turner M. Placental function in maternofetal exchange. In: Rodeck CH, Whittle MJ,eds. Fetal</p>	
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						<p>Medicine basic science and clinical practice. London: Churchill Livingston e; 1999.p.11 1-26.</p> <p>13. Knuppel RA. Maternal- placental- fetal unit; fetal & early neonatal physiologi. In: DeCherney AH, Pernoll ML,eds. Current Obstetrics & Gynecolog ic diagnosis &</p>	
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						<p>treatment. Norwalk:A ppleton & Lange;199 4.p.155- 182.</p> <p>14.Nielby JR. Drugs and related areas in pregnancy . In: Sciarra JJ, ed. Gynecolog y and obstetrics. Philadelphi a: JB Lippincot;1 995.vol 2. (100).</p> <p>15.de Swiet M, Chamberla in G, Benet P. Basic science in obstetrics and gynaecolo gy.</p>	
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						<p>Edinburgh: Churchill livingstone ;2002.p. 263-276.</p> <p>16. Silver RM, Peltier MR, Branch DW. The Immunolo gy of pregnancy . In: Creasy RK, Resnik R, Lams JD,eds. Maternal- fetal medicine principles and practice. Philadelphi a: Saunders; 2004.p.89- 110</p> <p>17. Kearns GL, Abdel- rahman</p>	
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						<p>SM, Alander SW, Blowey DL, Leeder JS, Kauffman RE. Developm ental pharmacol ogy-drug disposition , action, and therapy in infants and children. NEJM 2003;349 (12):1157- 67.</p> <p>18. Lumbers ER. Understan ding the effects of drugs in pregnancy . J.paed obstet gynecol.19</p>	
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						<p>89,15 (supp):3-8.</p> <p>19. Ward RM, Lugo RA. Drug therapy in the newborn. In: Avery GB, Fletcher MA, MacDonald MG, eds. Neonatology pathophysiology & management of the newborn 5th ed. Philadelphia: Lippincott Wilkins. 1999. p.1363- 1407.</p> <p>20. Diaz SH, Werler MM, Walker</p>	
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						<p>AM, Mitchell AA. Folic acid antagonist s during pregnancy and the risk of birth defects. <i>NEJM</i>.343 :1-12..</p> <p>21. Cupit GC, Rotmenc h HH. Principles of drug therapy. In: Gleicher N, Gall SA, Sibai BM, Elkayam U, Galbraith RM, Sarto GE, eds. Principles and practice of medical therapy in</p>	
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						pregnancy Connecticut; Appleton & Lange: 1992, p. 68-78.	
8	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with dengue fever	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with dengue fever	<ul style="list-style-type: none"> • Workbased assessment (portfolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussion on case Search	<ol style="list-style-type: none"> 1. Infections. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005 2. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003. 3. Reference Book for Maternal and Neonatal Health 	5

						<p>Services, JNPK-POGI.</p> <p>4. Wiknjo sastro H, et al. <i>Midwifery</i>, Third edition, Yayasan Bina Pustaka Sarwono Prawirohardjo, Jakarta, 1997: 567-8.</p> <p>5. Carles G, et al. Effects of dengue fever during pregnancy in French Guiana. <i>Clin Infect Dis.</i> 1999 Mar;28(3):637-40.</p> <p>6. Qureshi JA, et al. An epidemic of Dengue fever in Karachi-associated clinical manifestation</p>	
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						<p>s. <i>JPMA J Pak Med Assoc</i> 1997 Jul;47(7):178-81.</p> <p>7. Griffiths PD et al. Antibody against viruses in maternal and cord sera: non-specific inhibitors are found too higher titre on the maternal site of the circulation. <i>J Hyg (Lond)</i>. 1984 Jun: 92(3): 297-301.</p>	
9	Able to explain definition, epidemiology, etiology, pathophysiology, able to	Completeness of understanding so as to be able to explain definition, epidemiology, etiology,	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussi on case Search	<p>1. Infecti ons. In Cunningham et al, ed. Williams Obstetrics</p>	10

	<p>establish diagnosis and management, explain infection prevention and prognosis of pregnancy with HIV / AIDS.</p>	<p>pathophysiology, able to establish diagnosis and carry out management, explain infection prevention and prognosis of pregnancy with HIV / AIDS.</p>	<p>longcase, DOPS),</p> <ul style="list-style-type: none"> • MCQ • SOOCA 			<p>22nd edition. McGraw-Hill. 2005</p> <p>2. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003.</p> <p>3. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI.</p> <p>4. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003</p>	
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10.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with Varicella zoster infection, Herpes simplex, Rubella, Cytomegalovirus, toxoplasma	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with infection with Varicella zoster infection, Herpes simplex, Rubella, Cytomegalovirus, toxoplasma	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussion on case Search	<ol style="list-style-type: none"> 1. Infections. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005 2. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003. 3. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI. 4. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. 	15
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						Elsevier Health Sciences. 2003	
11.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with thyroid disease	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with thyroid disease	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussi on case Search	<p>1. Thyroid and other endocrine disorders. In Cunningham et al, ed. Williams Obstetrics 22nd edition. McGraw-Hill. 2005</p> <p>2. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003.</p> <p>3. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI.</p>	5

						<p>4. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003</p> <p>5. Major CA, Nageotte MP. Thyroid Disease. In James DK, Steer PJ, Weiner CP, Gonik B (eds). High Risk Pregnancy Management Options. 2nd edition. London:W.B Saunders.2000.pp 709-15.</p> <p>6. Cunningham FG, Leveno KJ,</p>	
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						<p>Bloom SL, Hauth JC, Gilstrap III LC, Wenstrom KD. Williams Obstetrics. 22nd edition. New York.McGra w-Hill Medical Publishing Division.200 5.pp 1189.</p>	
12.	<p>Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of systemic lupus erythematosus</p>	<p>Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of systemic lupus erythematosus</p>	<ul style="list-style-type: none"> • Workbased assessment (portofolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	<p>Discussi on case Search</p>	<p>Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003. 2. Refere nce Book for Maternal and Neonatal Health Services, JNPK-POGI.</p>	5

						3. Maternal-Fetal Medicine 5th edition. Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003	
13.	Able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with epilepsy	Completeness of understanding so as to be able to explain definition, epidemiology, etiology, pathophysiology, able to establish diagnosis and management, and explain the prognosis of pregnancy with epilepsy	<ul style="list-style-type: none"> • Workbased assessment (portfolio, logbook, mini-CEX, longcase, DOPS), • MCQ • SOOCA 	<ul style="list-style-type: none"> • Case discussion • Bed side teaching • Clinical practice 	Discussion case Search	1. Obstetrics and Gynecology Medical Service Standards. PB-POGI, 2003. 2. Reference Book for Maternal and Neonatal Health Services, JNPK-POGI. 3. Maternal-Fetal Medicine 5th edition.	5

						Creasy RK, Resnik R, Iams J. Elsevier Health Sciences. 2003	
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SAMPLE QUESTIONS:


A 39-year-old G1P0 at 39 weeks gestational age is sent to labor and delivery from her obstetrician's office because of a blood pressure reading of 150/100 obtained during a routine OB visit. Her baseline blood pressures during the pregnancy were 100–120/60–70. On arrival to labor and delivery, the patient denies any headache, visual changes, nausea, vomiting, or abdominal pain. The heart rate strip is reactive and the tocodynamometer indicates irregular uterine contractions. The patient's cervix is favour. Her repeat BP is 160/90. Hematocrit is 34.0, platelets are 160,000, SGOT is 22, SGPT is 15, and urinalysis is negative for protein.

While a patient is being monitored, she rings the bell for the nurse because she is developing a headache and feels dizzy. As you and the nurse enter the room, you witness the patient undergoing a tonic-clonic seizure. You secure the patient's airway and give oxygenation, and within a few minutes the seizure is over. The patient's blood pressure monitor indicates a pressure of 160/110. You glance over at the fetal heart rate tracing and notice a bradycardia down to the sixties. All of the following are appropriate next steps in the management of this patient except

- a. Plan for induction of labor with amniotomy and Oxytocin
- b. Prepare for emergent cesarean section because the patient is eclamptic
- c. Lower the patient's blood pressure with hydralazine
- d. Begin magnesium sulfate intravenously to prevent recurrent seizures
- e. Place a Foley catheter

SEMESTER V

Table 22. RPS Major Gynecological Surgery Course

	College Name	: Hasanuddin University				Docu ment Code
	Faculty Name	:Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Obstetrics and Gynecology Specialist I Education Program				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Major Gynaecological Surgery	20C05530102	Gynaecological Surgery	5	Credits	V	1-10-2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr.dr.Sharvianty Arifuddin, SpOGK		Dr. dr. Sharvianty A, SpOGK		Dr. dr. Nugraha Utama Pelupessy, SpOG, K	
CPL PRODI charged to MK						
Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)					
Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)					
Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)					
Skills (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)					
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective					

		communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)
	Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
	Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
	Course Learning Outcomes (CLO)	
	CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics and show an attitude of responsibility for work in their field of expertise independently (S1)
	CLO 2	Mastering the theoretical concepts of Major Gynecological Surgery, and being able to apply the knowledge gained to solve problems related to gynecology in the community. (K1)
	CLO 3	Explain the science and skills of Major Gynecological Surgery and follow the development of medical science and technology in providing reproductive health services (K2)
	CLO 4	Developing logical, critical, systematic, and creative thinking through scientific research, the creation of designs or works of art in the fields of science and technology that pay attention to and apply humanities values in accordance with the field of Major Gynecological Surgery, compile scientific conceptions and study results based on scientific rules, procedures, and ethics in the form of a thesis or other equivalent forms, and uploaded on the university website, as well as papers that have been published in accredited scientific journals or accepted in international journals (S1)
	CLO 5	Handling each case of Major Gynaecological Surgery with high professional ability through an evidence-Based Medicine approach (S1)

	CLO 6	Applying Major Gynecological Surgery services through interpersonal communication and holistic approaches (promotive, preventive, curative & rehabilitative) to reduce female mortality (S2)
	CLO 7	Show an attitude of responsibility for work in the field of Major Gynecological Surgery independently in accordance with the ethical principles and competencies listed in the Competency Standards for Obstetrics and Gynecology Specialists (S3)
	Sub Course Learning Outcomes (Sub CLO)	
	1	Understand and explain the anatomy, physiology, and pathology of the internal genitalia and other pelvic organs
	2	Know the anatomy of the abdominal wall and various abdominal wall incision techniques
	3	Know the definition, indications, working principles and introduction to tools, techniques, and complications of major gynecological surgery surgical procedures: a. Cystectomy b. Myomectomy c. Salpingectomy d. Oophorectomy e. Abdominal dan Vaginal Hysterectomy f. Adhesiolysis g. Exploratory laparotomy of tubo-ovarial abscess
Short Description MK	The expected competence is that after attending this course students are able to perform properly. independent in patients with major gynecology surgery, namely cystectomy, myomectomy, salpingectomy, oophorectomy, abdominal hysterectomy, adhesiolysis and laparotomy exploration of tubo-ovarial abscesses	
Bahan Studies/Learning Materials	1	Anatomy, histology, physiology, histology and pathology of internal genitalia and other pelvic organs
	2	Anatomy of the abdominal wall and various abdominal wall incision techniques
	3	Tumors of the uterus, tubes and ovaries
	4	<i>Preoperative dan postoperative pembedahan gynaecology mayor</i>

	5	Major gynecological surgery techniques and complications are cystectomy, myomectomy, salpingectomy, oophorectomy, abdominal hysterectomy, adhesiolysis and exploratory laparotomy of tubo-ovarial abscesses.					
Pustaka	Main:						
		<ol style="list-style-type: none"> 1. Aesculap general catalogue 2. Clifford R.W. Salpingektomi. In Atlas of pelvic surgery. William & Wilkins 1997: 292-293 3. Clifford R.W. Ovarian cystectomy. In Atlas of pelvic surgery. William & Wilkins 1997: 310-313 4. Douglass Stromme Operative 5. Bonney's gynecologist surgery (JM Monaghan) 6. Arya L.A, Schwartz N. Female Reproductive system. In Gray's Anatomy. 41st edition. Elsevier. 2016: 1288 - 1315 7. DiSaia Philip J, Creasman William T. Clinical Gynecologic Oncology. Edisi 9.2018. Elsevier Health Sciences. 8. Baggish Michael, Karram Mickey. Atlas of pelvic Anatomy and Gynecology Surgery. Edisi 4. 2015. Elsevier Health Sciences. 9. Kurman RJ, Herrington CS, Young RH. Classification of Tumours of Female Reproductive Organs. Edisi 6.2014. International Agency for Research on Cancer (IARC). 					
	Supporter:						
		<ol style="list-style-type: none"> 1. Aziz FM, Andrijono, Saifuddin AB. Buku Acuan Onkologi Gynaecology ,Edisi 1. 2010. PT Pustaka Sarwono Prawiroharjo. 2. Activity Book of Oncology Stase Education for Specialist I Obsteri and Gynecology Department of Obstetrics and Gynecology. Faculty of Medicine, Hasanuddin University. 2014 					
Lecturer	Dr. dr. Sharvianty Arifuddin, SpOG(K)						
Courses Prerequisite	Biomedicine and Basic Surgical Skills						
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8

1	Students are able to know anatomy , physiology, histology dan Pathologyorgan Internal Genitalia Serta Other pelvic organs	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology 	<ul style="list-style-type: none"> • Presentation • Sheet • assignment • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • • Self-sufficient 		Buku 5,6,7,8,9	10
2	Students are able to explain and analyze anatomy , physiology, histology dan Pathologyorgan Internal Genitalia Serta Other pelvic organs	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology 	<ul style="list-style-type: none"> • Presentation • Portfolio • Written exam • and oral 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • • Self-sufficient 		Books 5,6,7,8,9	10
3	Students are able to explain and Understanding Clinical dan problem solving About organ tumors	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Surgery • Gynaecological 	<ul style="list-style-type: none"> • Presentation • Portfolio • Oral exam • Internship 	<ul style="list-style-type: none"> • Lecture • Discussion • Internship • Collaborative • Cooperative Learning • Self-sufficient 		Buku 2,3,4,5,7,9	20

	Internal Genitalia Serta Other pelvic organs						
4	Students are able to do Handling below Supervision of tumor organ genitalia Internal Serta Organ Other Pelvik	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Surgery • Gynaecological 	<ul style="list-style-type: none"> • Presentation • Portfolio • Oral exam • Internship 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative Learning • Cooperative Learning • Self-sufficient 		Buku 1,2,3,4,5,8	10
5	Students are able to Do Self-handling About tumor organs Internal Genitalia Serta Other pelvic organs	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Surgery • Gynaecological 	<ul style="list-style-type: none"> • Presentation • Portfolio • Logbook • OSCE 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative learning • Cooperative learning • Self-sufficient 		Buku 1,2,3,4,5,8	20
6	Students are able to explain and Understanding Clinical dan problem solving About Surgery	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Surgery • Gynaecological 	<ul style="list-style-type: none"> • Presentation • Portfolio • Written exam and oral • Internship 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative Learning • Cooperative Learning • Self-sufficient 		Books 1,2,3,4,5,8	20

	Gynecology Major						
7	Students are able to explain and do Handling below surgical supervision Gynecology Major	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Surgery • Gynaecological 	<ul style="list-style-type: none"> • Presentation • Portfolio • Written exam and oral • Internship 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative Learning • Self-sufficient 		Books 1,2,3,4,5,8	10
8	Students are able to explain and do Handling Independent about surgery Gynecology Major	<ul style="list-style-type: none"> • Anatomy • Histology • Physiology • Pathology • Surgery • Gynaecological 	<ul style="list-style-type: none"> • Presentation • Portfolio • Oral exam • Internship 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative Learning • Self-sufficient 		Books 1,2,3,4,5,8	

Sample questions


A 28-year-old P0A0 woman came to the obstetrics and gynecology polyclinic with complaints of a lump in the abdomen that was felt since 3 months ago, getting bigger. Regular menstruation, menstrual pain is denied. BAK and defecation lancer, appetite is good and there is no weight loss. On examination found vital signs within normal limits, left adnexal cystic mass, easy to move, pain denied. Ultrasound: hypoechoic mass on left adnexa, 8 cm, regular border, ascites absent. Ca 125: 15 U/ml. The appropriate course of action for this patient is:

- Myomectomy
- Subtotal Hysterectomy
- Cystectomy
- Oophorectomy

E. Salpingectomy

Answer: C

Table 23. RPS Gynecological Oncology Course

	College Name	: Hasanuddin University				Documen t Code
	Faculty Name	:Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Medical Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Gynecology	20C055302 08	Obstetrics and Gynecology	8	Credits	5	September 2019
AUTHORIZAT ION	RPS Developer		RMK Coordinator		Head of Study Program	
	Prof. Dr. dr. Syahrul Rauf, SpOG, K		Prof. Dr. dr. Syahrul Rauf, SpOG, K		Dr. dr. Nugraha Utama Pelupessy, SpOG, K	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)				
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective					

	communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)	
CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics, and be responsible for work in their fields of expertise independently. (S1)
CLO 2	Simulate the practice of medicine by recognizing limitations, overcoming personal problems, developing oneself, following refreshment and continuous improvement of knowledge and developing knowledge in the field of Gynecology for patient safety. (K1)
CLO 3	Analyze the latest Gynecology Oncology science to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to the management of health problems holistically and comprehensively. (K2)
CLO 4	Evaluate, research, develop and apply the science of Gynecology Oncology in accordance with the progress and development of medical science and technology. (S1)
CLO 5	Handling every obstetric and gynecological case in the field of Gynecologic Oncology with high professional ability through an evidence-based medicine approach. (S1)
CLO 6	Applying health services through interpersonal communication and a comprehensive, holistic (promotive, preventive, curative and rehabilitative) coordinative, collaborative and sustainable approach to reduce women's mortality in Gynecology Oncology cases. (S2)

CLO 7	Demonstrate professional competence that is able to provide services in the field of Gynecology in a complete manner at the national and international specialist levels in accordance with the conditions and needs of the community. (S3)
Sub Course Learning Outcomes (Sub CLO)	
1	Students were able to explain the pathogenesis of cervical intraepithelial neoplasms (NIS)
2	PPDS is able to counsel patients with abnormal Pap smears
3	Students were able to perform vulvar, vaginal and cervical colposcopy
4	Students are able to perform directional biopsies with LEEP (Skill lab)
5	Students were able to explain/counsel various NIS therapy options
6	Students were able to make further observations on cervical pre-cancerous lesions
7	Students are able to plan primary and secondary prevention programs
8	Students were able to explain the epidemiology of cervical cancer
9	Students were able to explain the pathogenesis / carcinogenesis of cervical cancer
10	Students are able to explain basic explanations according to FIGO and additional / optional examinations
11	Students are able to explain the advantages and disadvantages of surgery, radiation, chemotherapy and / or combination of cervical cancer therapy
12	Students were able to explain prognostic factors ranging from clinical, histologic and biological
13	Students are able to make further observations and diagnose recurrence
14	Students are able to manage palliative and pain therapy
15	Students are able to explain the epidemiology, pathophysiology, screening, and diagnosis of uterine/endometrial cancer
16	Students were able to perform endometrial biopsies
17	Students were able to explain the types of hyperplasia and histopathogenic endometrial cancer
18	Students are able to explain indications and surgical procedures for uterine/endometrial cancer
19	Students were able to determine the stage of FIGO, prognostic factors and treatment planning for uterine/endometrial cancer

	20	Students are able to counsel radiation adjuvant therapy, chemotherapy, hormonal therapy and combination therapy and further observation of uterine/endometrial cancer
	21	Students are able to explain the epidemiology, diagnosis (physical examination, imaging, tumor markers) of ovarian cancer
	22	Students were able to explain surgical staging, optimal debulking, sub-optimal debulking in ovarian cancer surgery
	23	Students were able to explain prognostic factors (clinic, histological, biological) and plan adjuvant ovarian cancer therapy
	24	Students are able to make further observations and diagnose the occurrence of recurrence after ovarian cancer therapy
	25	Students were able to explain the pathogenesis of trophoblastic disease (hydatidiform mole, malignant trophoblastic disease = PTG)
	26	Students were able to explain histopathological and cytogenetic differences in partial and complete mola
	27	Students were able to make further observations after the evacuation of hydatidiform mola
	28	Students were able to explain indications of low-risk PTG chemotherapy
	29	Students were able to explain the epidemiology and problems of vulvar cancer
	30	Students were able to perform diagnostics of pre-cancerous lesions and vulvar cancer
	32	Students were able to make further observations and recurrence of vulvar cancer
Brief Description MK	This course studies epidemiology, clinical symptoms, examination methods (physical examination, imaging, laboratory), staging, therapy, prevention and prognosis of gynecological cancer, so that Students are expected to be able to manage gynecological cancer cases according to their level of competence.	
Study Materials/Learning Materials	1	Precancerous lesions of the cervix
	2	Cervical cancer
	3	Cancers uterus/endometrium
	4	Ovarian Cancer
	5	Trophoblastic disease
	6	Cancer Vulva
Pustaka	Main:	
	1. Apgar BS, Brotzman GL, Spitzer M. Colposcopy Principles and Practice. Saunders, 2002	

	<ol style="list-style-type: none"> 2. Barakat RR, Markman M, Randall ME. Principles and Practice of Gynecologic Oncology. Lippincott Williams & Wilkins, 2009 3. Berek JS, NF hacker. Gynecologic Oncology. 5th Ed. Lippincott Williams & Wilkins, 2010 4. Diasia, PJ, Creasman WT, Mannel RS, Mcmeekin, DS, Mutch DG. Clinical Gynecology Oncology. 9th Ed. Elsevier, 2018 5. Rock JA, Thompson JD. Te Linde's Operative Gynecology, 10th Ed. Philadelphia, 2008 						
	Supporter:						
	<ol style="list-style-type: none"> 1. Smith JR, Del Priore G, Coleman RL, Monaghan J. An Atlas of Gybecologic Oncology Investigation and Surgery. Informa, 2011 2. Vergote I, Devi UK. Atlas of Gynaecological Cancer Surgery. 1st Ed. Jaypee Brothers Medical Publishers, 2009 						
Lecturer	<ol style="list-style-type: none"> 1. Prof. Dr. dr. Syahrul Rauf, SpOG, K 2. Dr. dr. Sharvianty Arifuddin, SpOG, K 3. Dr. dr. Nugraha Utama Pelupessy, SpOG, K 4. dr. Irma Svitry, SpOG, K 						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicator	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students were able to understand the pathogenesis of cervical intraepithelial neoplasms (NIS)	Explaining <i>the Natural History of HPV Infection</i>	<ul style="list-style-type: none"> • PPT presentation 	<ul style="list-style-type: none"> • Discussion 		Book 2,3,4,5	

2	Pesetra PPDS is able to counsel patients with abnormal Pap smears	Describe the treatment options for abnormal pap smears: repeat pap smear, DNA HPV examination or Colposcopy	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
3	Students were able to explain colposcopy of the vulva, vagina and cervix	Performing Colposcopy	<ul style="list-style-type: none"> • PPT and Video Presentations • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,6,7	
4	Students are able to explain how to perform directed biopsies with LEEP (Skill lab)	Perform LEEP actions as indicated	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,6,7	
5	Students were able to explain/counsel various NIS therapy options	Mention the various NIS therapy options	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3,4,5	

6	Students were able to make further observations on cervical pre-cancerous lesions	Post-action counselling	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Training • Discussion • Internship • Collaborative • Cooperative learning • Self-sufficient 		Books 1,2,3,4,5	
7.	Students are able to plan primary and secondary prevention programs	Explain vaccination programs, IVA, Pap smear and HPV DNA testing	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Book 2,3,4,5	
8	Students were able to explain the epidemiology of cervical cancer	Mention the incidence and problems of cervical cancer	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
9	Students are able to understand the pathogenesis / carcinogenesis of cervical cancer	Explains the carcinogenesis of cervical cancer	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
10	Students are able to understand the basic examination of cervical cancer according to	Mention the basic and additional examinations for the preparation of measures	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion • 		Books 1,2,3,4,5	

	FIGO and additional / optional examinations	against cervical cancer					
11	Students are able to explain the advantages and disadvantages of surgery, radiation, chemotherapy and / or combination of cervical cancer therapy	Indications and risks of action in cervical cancer	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
12	Students are able to understand prognostic factors ranging from clinical, histological and biological	Mentions <i>5 year cervical cancer survival rate</i>	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
13	Students are able to make further observations and diagnose recurrence	Post-action counseling and mentioning the percentage of relapse	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	

14	Students are able to understand palliative therapy	Mention indications of palliative therapy	• Presentation	• Discussion		Books 1,2,3,4,5	
15	Students are able to understand the epidemiology, pathophysiology, and diagnosis of uterine/endometrial cancer	Explaining the incidence and carcinogenesis of endometrial cancer	• Presentation	• Discussion		Books 1,2,3,4,5	
16	Students were able to explain endometrial biopsy	Perform endometrial biopsy according to indications	• Presentation	• Discussion		Books 1,2,3,4,5	
17	Students were able to understand the histopathogenic endometrial cancer	Describes the types of endometrium hyperplasia and the percentage of likelihood of endometrial cancer	• Presentation	• Discussion		Books 1,2,3,4,5	
18	Students are able to understand the indications and surgical procedures for	Mention indications and surgical procedures for uterine/endometrial cancer	• Presentation	• Discussion		Books 1,2,3,4,5,6,7	

	uterine/endometrial cancer						
19	Students were able to explain the stage of FIGO and the treatment plan for uterine/endometrial cancer	Determine action / treatment according to the stage of uterine / endometrial cancer	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5,6,7	
20	Students were able to explain uterine / endometrial cancer therapy counseling (adjuvant radiation, chemotherapy, hormonal therapy and combination therapy) and further observation	Conduct post-treatment therapy counseling for uterine/endometrial cancer	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
21	Students are able to explain the epidemiology, diagnosis (physical examination,	<ul style="list-style-type: none"> • Mentions the incidence of ovarian cancer • Interpreting the results of physical 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	

	imaging, tumor markers) of ovarian cancer	examination, ultrasound, CT Scan and tumor markers of ovarian cancer					
22	Students are able to understand surgical staging, optimal debulking, sub-optimal debulking in ovarian cancer surgery	<ul style="list-style-type: none"> • Explain surgical procedures by means of surgical staging, debulking ovarian cancer 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
23	Students were able to determine prognostic factors (clinical, histological, biological) and plan adjuvant ovarian cancer therapy	<ul style="list-style-type: none"> • Mention prognostic factors based on clinical, histology and biological • Mentions adjuvant therapy for ovarian cancer 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
24	Students are able to make further observations and	<ul style="list-style-type: none"> • Make a plan for further observation of therapy 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	

	diagnose the occurrence of recurrence after ovarian cancer therapy	<ul style="list-style-type: none"> • Mentioning the prognostic factors of ovarian cancer 					
25	Students are able to understand the pathogenesis of trophoblastic disease (hydatidiform mole, malignant trophoblastic disease = PTG)	<ul style="list-style-type: none"> • Explaining the pathogenesis of Mola hydatidiform and PTG 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
26	Students were able to understand the histopathological and cytogenetic differences of partial and complete moles	<ul style="list-style-type: none"> • Explain the difference between complete and partial hydatidiform sunfish 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
27	Students were able to make further observations after the evacuation of hydatidiform mola	<ul style="list-style-type: none"> • Conducting serial B-HCG examination after hydatidiform mola evacuation 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	

28	Students were able to explain indications of low-risk PTG chemotherapy	<ul style="list-style-type: none"> • Performing low-risk PTG chemotherapy 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
29	Students were able to explain the epidemiology and problems of vulvar cancer	<ul style="list-style-type: none"> • Mention the incidence and prevalence of vulvar cancer and its problems 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
30	Students were able to perform diagnostics of pre-cancerous lesions and vulvar cancer	<ul style="list-style-type: none"> • Performing colposcopy examination and vulvar biopsy 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5	
31	Students were able to explain surgical therapy, chemotherapy and vulvar cancer combination therapy	<ul style="list-style-type: none"> • Mentioning vulvar cancer surgery procedures • Mention indications and types of chemotherapy for vulvar cancer 	<ul style="list-style-type: none"> • Video Presentation • Demonstration 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5,6,7	

32	Students were able to make further observations and recurrence of vulvar cancer	<ul style="list-style-type: none"> • Mention signs of vulvar cancer recurrence 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion 		Books 1,2,3,4,5,6,7	
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Sample Questions

A woman, 47 years old, P3A1, the youngest child aged 11 years came to the Polyclinic complaining of sometimes bleeding from the birth canal, slightly outside the menstrual period and accompanied by vaginal discharge. This complaint has been felt since 1 month. Regular menstrual cycle. History of using IUD contraception for 6 years. Currently, he has not used birth control anymore, since 2 years ago. Six months ago this patient was treated for LEEP due to CIN II. Follow-up Pap smear 3 days ago nonspecific chronic inflammation, found choilocyte cells. On examination of the inspeculo appeared slippery porsio surface, no blood.

What next examination needs to be done on this patient?

- A. Re-Pap smear
- B. HPV DNA Testing
- C. Pemeriksaan LBC (liquid based cytology)
- D. Colposcopy Examination
- E. Hysteroscopic examination

Table 24. RPS Major Gynecological Surgery Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Medical Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
UROGINECOLOGY	20C05530306	Obstetrics & Gynaecology	6	Credits	V	September 19, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	dr. David Lotisna, SpOG (K)		Dr.dr.Deviana S Riu Sp.OG (K)		Dr. dr. Nugraha Utama Pelupessy, Sp.OG (K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)				
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)					

Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)	
CLO 1	Uphold human values in carrying out duties based on religion, morals and ethics, and have an attitude of responsibility for work in their fields of expertise independently.
CLO 2	Demonstrate the practice of obstetrics and gynecology medicine in the field of Urogynecology by realizing limitations, overcoming personal problems, developing themselves, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety. (K1)
CLO 3	Analyze the latest Urogynecology science to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to the management of health problems holistically and comprehensively. (K2)
CLO 4	Evaluate, research, develop and apply Urogynecology science in accordance with the progress and development of medical science and technology. (S1)
CLO 5	Handling every obstetric and gynecological case in the field of Urogynecology with high professional ability through an evidence-based medicine approach. (S1)
CLO 6	Applying health services through interpersonal communication and a comprehensive, holistic (promotive, preventive, curative and rehabilitative) coordinative, collaborative and sustainable approach to reduce women's mortality in urogynecology cases. (S2)

	CLO 7	Demonstrate professional competence that is able to provide services in the field of Urogynecology in a complete manner at the national and international specialist levels in accordance with the conditions and needs of the community. (S3)
Sub Course Learning Outcomes (Sub CLO)		
	1	Students are able to explain about Pelvic Organ Prolapse
	2	Students are able to explain about Urinary Incontinence
	3	Students are able to explain about Fecal Incontinence
	4	Students are able to explain about Female Sexual Dysfunction
	5	Students are able to explain about Congenital Abnormalities of the Genital Organs
	6	Students are able to explain about Lower Urinary Tract Infection
Brief Description MK	This course studies Urogynecology. The content of this course includes: Pelvic Organ Prolapse, Urinary Incontinence, Fecal Incontinence, Female Sexual Dysfunction, Congenital Abnormalities of the Genital Organs and Lower Urinary Tract Infections.	
	1	Pelvic organ Prolapse
	2	Incontinence urine
	3	Incontinence: Fecal
	4	Female Sexual Dysfunction
	5	Congenital abnormalities of the genital organs
	6	Lower Urinary Tract Infection
Book	Main:	
	1. Walters MD, Karram MM. Urogynecology and Reconstructive Pelvic Surgery. 4 ed. Philadelphia : Elsevier. 2015	
	Supporter:	
	2. Junizaf. Indonesian Urogynecology Textbook Jakarta: Indonesian Reconstructive Urogynecology Association. 2011	
Lecturer	dr. David Lotisna, SpOG(K)	

Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students are able to explain about Pelvic Organ Prolapse	<ul style="list-style-type: none"> • Definition • Symptoms and Signs • Anamnesis and Physical Examination • Supporting Examinations (Ultrasound, Urodynamics and Radiology) • Risk Factors • Conservative management • Operative action • Operative Management Counseling • Referring management 	<ul style="list-style-type: none"> • Presentation • list 	<ul style="list-style-type: none"> • Lecture • Discussion • Audio visual • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Buku 1,2	

2	Students are able to explain about Urinary Incontinence	<ul style="list-style-type: none"> • Symptoms and Signs • Anamnesis, Physical Examination • Supporting Examination (Daily list of voiding, Testing pad, methylene blue, pessarium, ultrasound, urodynamics, cystoscopy and radiology) • Risk Factors • Diagnosis Enforcement • Conservative Management (Behavioral therapy, pelvic floor muscle exercises, urinary tract muscle exercises, catheter use) 	<ul style="list-style-type: none"> • Presentation • Overview 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient 		Book 1 .2	
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		<p>and Medical management</p> <ul style="list-style-type: none"> • Operative management counseling • Referral management 					
3	Students are able to explain about Fecal Incontinence	<ul style="list-style-type: none"> • Symptoms and Signs • Anamnesis, Physical Examination and Supporting Examination (ultrasound and anoscopy) • Risk Factors • Diagnosis Enforcement • Conservative management • Operative management counseling • referring management • Surgery in cases of small rectovaginal fistula (<0.5 	<ul style="list-style-type: none"> • Presentation • View List 	<ul style="list-style-type: none"> • Lecture • Discussion • Audiovisual • Internship • Collaborative • Cooperative learning • Self-sufficient 		Book 1.2	

		cm) and post-procedure care <ul style="list-style-type: none"> • New grade III and IV perineal rupture repair and post-procedure care 					
4	Students are able to explain about female sexual dysfunction	<ul style="list-style-type: none"> • Symptoms and Signs • Anamnesis and Physical Examination • Supporting Examination (hormonal profile, ultrasound, diagnostic laparoscopy) • Risk Factors • Clinical Decisions and Management • referring management 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Book 1	
5	Students are able to explain about Congenital	<ul style="list-style-type: none"> • Symptoms and Signs 	<ul style="list-style-type: none"> • Presentation • Overview 	<ul style="list-style-type: none"> • Lecture • Discussion • Audiovisual 		Book1.2	

	Abnormalities of the Genital Organs	<ul style="list-style-type: none"> • Anamnesis and Physical Examination • Supporting Examination (ultrasound and radiology) • Risk Factors • Clinical Decisions and Management • Hymen excision operative action in the case of imperforate hymen • Surgical action of excision of the low vaginal septum (1-2 cm from the vaginal introitus) • referring management 		<ul style="list-style-type: none"> • Practicum • Collaborative • Cooperative learning • Self-sufficient 			
6	Students are able to explain about Lower	<ul style="list-style-type: none"> • Symptoms and Signs 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative 		Buku 1,2	

	Urinary Tract Infection	<ul style="list-style-type: none"> • Anamnesis and physical examination • Supporting Examination (Urinalysis, urine culture, cystoscopy, radiology) • Risk factors • Clinical decisions and Management • Counseling • Management of referrals in cases of recurrent infection 		<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 			
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SAMPLE QUESTIONS:

1. A 64-year old woman is booked for vaginal hysterectomy for POP stage 2, according to POP-Q classification. What is the best surgical procedure to perform to prevent vault prolapse in the future?
 - a. Approximating the round ligament and suturing it to the vaginal vault.
 - b. McCall culdoplasty
 - c. Vaginal packing of the vagina for 24 hours postoperatively**
 - d. Vaginal Moskowitz operation
 - e. Closure of the peritoneum as high as possible

2. Your consultant examines a 65-year old patient who presented with symptoms of pelvic organ prolapse. She had a hysterectomy 10-years previously. The prolapse is noticed. The most distal portion of the prolapse protrudes more than 1 cm below the hymen but no farther than 2 cm less than the total vaginal length.
What is the stage of prolapse ?
- Stage 0
 - Stage 1
 - Stage 2
 - Stage 3**
 - Stage 4
3. A women P1 came to outpatient clinic due to inability to control defecation since 3 months ago after delivering her child with vacuum extraction. On examination you identify perineal wound break with external anal sphincter more than half of the thickness torn, but internal sphincter and anal mucosa were still intact.
What is the most likely diagnosis of this patient?
- Chronic perineal rupture grade II
 - Chronic perineal rupture grade IIIA
 - Chronic perineal rupture grade IIIB**
 - Chronic perineal rupture grade IIIC
 - Chronic total perineal rupture
4. What is the best method to repair external anal sphincter?
- End to end using chromic cat gut 2-0
 - End to end using Poliglycolic acid 2-0
 - Overlapping using chromic cat gut 2-0
 - Overlapping using Poliglycolic acid 2-0**
 - Overlapping using Poldioxanone 3-0
5. What is the proper management given to this patient post sphincter and perineal repair?
- Analgetic suppository, IV antibiotic, laxative agent supp
 - Oral Analgetic, oral antibiotic, oral stool softener**
 - Analgetic suppository, oral antibiotic, oral stool softener

- d. Oral analgetic, oral antibiotic, liquid diet, laxative agent supp
 - e. Analgetic suppository, IV antibiotic, high fibre diet
6. A patient returns for a postoperative checkup 2 weeks after a total abdominal hysterectomy for myoma. She is distressed because she is having continuous leakage of urine from the vagina. Her leakage is essentially continuous and worsens with coughing, laughing, or movement. Given her history and physical, you perform both a methylene blue dye test, which is negative and an indigo carmine test, which is positive. The most likely diagnosis is:
- a. Rectovaginal fistula
 - b. Ureterovaginal fistula**
 - c. Vesico vaginal fistula
 - d. Vaginal urethro fistula
 - e. Impossible to distinguish
7. Repair of vesico-vaginal fistules caused by obstetric trauma is performed:
- a. As soon as it is known
 - b. 1 week postpartum
 - c. 40 days postpartum
 - d. Less than 3 months post partum
 - e. more than 3 months postpartum**
8. A 54- year old P2A0 women presents with a 12-month history of leaking on sneezing. She tried pelvic floor exercise for six months with no improvement. On examination, there was no evidence of uterovaginal prolapse. What is the most appropriate surgical intervention ?
- a. Syntehtic mid-urethral tape**
 - b. Laparoscopic colposuspension
 - v. Burch abdominal colposuspension
 - d. Intramural bulking agent
 - and. Previous colporrhaphy
9. To determine the diagnosis of simple stress incontinence that can be done is
- a. Q tip test
 - b. Cough test**
 - c. Boney test

- d. cystoscopy
- e. Cystometers

10. You review a 49-year old woman in the gynaecology outpatient clinic with symptoms of frequency and urgency of micturition. She is a para 1, delivered vaginally 20 years ago. Her BMI is 27 and she smokes 15 cigarettes a day. She drinks four cups of coffee daily.

Which of the following lifestyle interventions is the most important to improve her symptoms?

- a. Lose weight
- b. Reduce fluid intake
- c. Stop smoking
- d. Walk more
- e. **Reduce Caffeine intake**

11. A 24-year-old woman came to the outpatient clinic complaining of never having had her period. There is no periodic pain in the lower abdomen every month. Physical examination reveals normal female features in the absence of vaginal openings, no protrusion in the vaginal introitus. The development of secondary sexual organs is good. From examination of the rectal plug of the uterus palpable like a ribbon, there is no mass or palpable pain in the pelvic cavity.

A. What is the most likely diagnosis of this patient?

- a. Hymen Imperforata
- b. Congenital adrenal hyperplasia
- c. Adrenal insufficiency syndrome
- d. **Mayer-rokitansky-küster-hauser syndrome**
- e. Swayer syndrome

B. What is the next management plan for this patient?


- a. Perform a karyotyping check
- b. Perform FSH and LH checks
- c. **Perform a pelvic ultrasound examination**
- d. Do an abdominal MRI
- e. Get tested for estrogen and testosterone

C. What is the embryological failure of this condition?

- a. Lack of development of the Mullerian duct between the fifth and sixth weeks of pregnancy
- b. Failure of Mullerian duct development after 9 weeks of pregnancy**
- c. Complete or near-complete capture of one of the Mullerian channels
- d. complete non-fusion of both Mullerian channels
- e. complete resorption of the uterovaginal septum.

SEMESTER VI

Table 25. RPS Endocrine and Fertility Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	:Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education 1				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
ENDOCRINE AND FERTILITY	20C05530406	GYNECOLOGICAL OBSTETRICS	6	Credits	VI	September 22, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Prof. Dr. dr. Nusratuddin Abdullah, SpOG(K), MARS				Dr. dr. Nugraha Utama P., SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.(S2)				

Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)	
CLO 1	Applying an attitude of piety to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health (S1)
CLO 2	Mastering theoretical concepts and obstetric skills related to ethics, humanities and health law bases to prevent, diagnose and treat conditions related to women's reproductive health both individually and problems in the community (K1)
CLO 3	Demonstrate the concept of scientific thinking and academic integrity in general so as to be able to analyze and solve reproductive health problems nationally through an inter or multidisciplinary approach (K2)
CLO 4	Apply science in dealing with problems in society and be able to educate and publish knowledge to the public by understanding the concept of plagiarism specifically, in terms of types of plagiarism, consequences of violations and prevention efforts (S2)
CLO 5	Applying science in endocrine and fertility problems in the community through a holistic approach (promotive, preventive, curative & rehabilitative) in accordance with the conditions and needs of the community (S2)
CLO 6	Build commitment to carry out professional responsibilities, compliance with ethical principles (autonomy, beneficence, justice, and non-maleficence), and be sensitive to diverse community conditions (S3)
Sub Course Learning Outcomes (Sub CLO)	
SubCLO-1	Students are able to explain about menstrual disorders
SubCLO-2	Students are able to explain about Pubertal Disorders

	SubCLO-3	Students are able to explain about PUA (PALM COEIN)
	SubCLO-4	Students are able to explain about PCO (Polycystic Ovary)
	SubCLO-5	Students are able to explain about Menopause
	SubCLO-6	Students are able to explain about Hyperprolactinemia
	SubCLO-7	Students are able to explain about Endometriosis
	SubCLO-8	Students are able to explain about Endoscopy
	SubCLO-9	Students are able to perform Transvaginal Ultrasound
	SubCLO-10	Students are able to explain the interpretation of sperm analysis results
	SubCLO-11	Students are able to do Intrauterine Insemination
	SubCLO-12	Students are able to explain Hysteroscopy
	SubCLO-13	Students are able to do SIS (Saline Infusion Sonography)
Brief Description MK	<p>Fertility and Endocrine is a branch of Obstetrics and Gynecology Education which aims to learn about matters related to fertility and gynecological problems related to endocrine factors.</p> <p>This course lasts for 2 months, with process activities consisting of face-to-face, outpatient case discussions at the FER polyclinic and inpatient at Wahidin Sudirohusodo Hospital, and educational network hospitals. Students are expected to make case reports while attending this course. At the end of this station, it is expected that PPDS can achieve competencies as stipulated in the Competency Standards for Obstetrics and Gynecology Specialists.</p>	
Study Materials/Learning Materials	1	Menstrual disorders
	2	Pubertal Disorders
	3	PUA (PALM COEIN)
	4	PCO
	5	Menopause
	6	Hyperprolactinemia
	7	Endometriosis
	8	Infertility
	9	Endoscopy
	10	

		Workshop (USG Trans vaginal, Interpreting Sperm Analisa, Intra Uterine insemination, Hysteroscopy, SIS)					
Pustaka	Main:						
		1. Williams endocrinology 24nd, New York :The Mc Graw-Hill Companies,Inc,2012 2. Fritz MA, Speroff, Clinical Gynecologic endocrinology and fertility, 8th edition Speroff					
	Supporter:						
		1. Sarwono Prawirodihardjo, 2011, PT Bina Pustaka Sarwono Prawirohardjo					
Lecturer	1. Prof. Dr. dr. Nusratuddin Abdullah, SpOG (K), MARS 2. Prof. dr. John Rambulangi, SpOG (K) 3. Dr. dr. Eddy R. Moeljono, SpOG (K) 4. dr. Sriwijaya Qadar, SpOG (K) 5. Dr. dr. Fatmawati Madya, SpOG (K) 6. Dr. dr. Samrichard, SpOG 7. dr. Darma Syanty, SpOG (K) 8. dr. Monika Fitria Farid, SpOG, MKes						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicator	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8

1	Students are able to explain about menstrual disorders	Completeness in understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of menstrual disorders	<ul style="list-style-type: none"> • is it in MCQ form • OSCE • Rubric 	Case discussion Bed side teaching Self-study Clinical practice	Case discussion Independent task: literature searching	Books 1,2,3	12?
2	Students are able to explain about Pubertal Disorders	<ul style="list-style-type: none"> • Completeness in understanding so as to be able to explain 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning 	Journal	Books 1,2,3	

		<p>definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment of pubertal disorders</p>		<ul style="list-style-type: none"> • Self-sufficient 			
3	<p>Students are able to explain about PUA (PALM COEIN)</p>	<ul style="list-style-type: none"> • Completeness in understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	<p>Journal YouTube</p>	<p>Books 1,2,3</p>	12

		methods, differential diagnosis, treatment and prevention of PUA					
4	Students are able to explain about PCO	<ul style="list-style-type: none"> • Completeness in understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Internship • Collaborative • Cooperative learning • • Self-sufficient 	Journal You tube	book 1,2,3	12

		prevention of OCO					
5	Students are able to explain menopause	<ul style="list-style-type: none"> • Completeness in understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods for menopause and treatment for menopause complaints 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	Journal YouTube	Books 1,2,3	12
6	Students are able to explain hyperprolactinemia	Completeness in understanding so as to be able to explain definitions, signs and symptoms,	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	Journal	Books 1,2,3	20

		etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of prolactinemia					
7	Students are able to explain about Endometriosis	Completeness in understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology, supporting examination methods, differential diagnosis, treatment and prevention of endometriosis	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	Journal Video You tube	book 1,2,3	12

7	Students are able to explain about Infertility	Completeness in understanding so as to be able to explain definitions, signs and symptoms, etiology, pathophysiology , supporting examination methods, differential diagnosis, treatment and prevention of infertility	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • • Self-sufficient 	Journal Video You tube	Books 1,2,3	20
7	Students are able to explain about Endoscopy	Completeness in understanding so as to be able to explain and apply endoscopy	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 	Journal	Books 1,2,3	
8	Able to perform Transvaginal ultrasound, SIS and hysteroscopy	Completeness in understanding so as to be able to explain and apply				Books 1,2,3	


9.	Able to interpret the results of sperm analysis	transvaginal ultrasound, SIS and hysteroscopy Completeness in understanding so as to be able to explain and interpret the results of sperm analysis					
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SAMPLE QUESTIONS:

A 32-year-old woman, P0A0, came to the health center complaining that she had not had children since her marriage 2 years ago. From the history obtained information, history of regular menstruation every month, no pain during menstruation and coitus regularly and never use contraception. The husband has done a sperm analysis examination and the results are normospermia. What is the most appropriate diagnosis for this patient?

- A. Primary infertile
- B. Secondary infertile
- C. Tertiary infertile
- D. Endometriosis
- E. Polycystic Ovarian Syndrome

Table 26. RPS Gynecology Surgical Skill Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	: Medicine				
	Department Name	: Obstetrics & Gynecology				
	Study Program Name	: Medical Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Gynecology Surgical Skill	20C05530 607	Obstetrics and Gynecology	7	Credits	VI	September 20, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	DR. Dr. Imam Ahmadi Farid, SpOG(K)		DR. Dr. Deviana S. Riu, SpOG(K)		Dr. dr. Nugraha Utama P., SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology. (K2)				
	Skills (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media. (S2)				
Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)					

Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)	
CLO 1	Applying an attitude of piety to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health (S1)
CLO 2	Analyze the practice of medicine by recognizing limitations, overcoming personal problems, developing themselves, following refreshments, collaborating and increasing knowledge on an ongoing basis and developing knowledge for patient safety. (K2)
CLO 3	Practice Obstetrics and Gynecology medicine by realizing limitations, overcoming personal problems, developing themselves, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety. (S2)
CLO 4	Implement clinical procedures according to their authority related to health problems using the principles of patient safety, as well as the safety of oneself and others (universal precaution) (S1)
CLO 5	Applying science in the problem of gynecological midwives, surgical skills in the community through a holistic approach (promotive, preventive, curative & rehabilitative) in accordance with the conditions and needs of the community (S2)
CLO 6	Build commitment to carry out professional responsibilities, compliance with ethical principles (autonomy, beneficence, justice, and non-maleficence), and be sensitive to diverse community conditions (S3)
Sub Course Learning Outcomes (Sub CLO)	
1	Understand the anatomy, physiology and pathology of the vulvar, vaginal, perineal and cervical regions

	2	<p>Know the definition, indications, principles of work and introduction to tools, techniques, complications of surgical procedures and be able to perform minor gynecological surgical procedures:</p> <ol style="list-style-type: none"> a. Enucleation / Marsupialization of Bartholin's cyst b. Dilatation and curettage / biopsy endometrium c. Extirpation of cervical polyps d. Excision of benign lesions of the vulva
	3	<p>Understand the anatomy, physiology, pathology of the internal genitalia as well as other pelvic organs and</p> <p>Know the anatomy of the abdominal wall and various abdominal wall incision techniques</p>
	4	<p>Know the definition, indications, principles of work and introduction to tools, techniques, complications of surgical procedures and be able to perform major gynecological surgical procedures</p> <ol style="list-style-type: none"> a. Cystectomy b. Myomectomy c. Salpingectomy d. Oophorectomy e. abdominal dan vaginal Hysterectomy f. Adhesiolysis g. Laparotomy Exploration of tubo-ovarial abscesses
	5	<p>Preaction</p> <ol style="list-style-type: none"> a. Know the various instruments used in gynecological surgery b. Know the various types of distention media and their advantages and disadvantages c. Know the operating room setting in surgery
	6	<p>Know the definition, indications, working principles and introduction to tools, techniques, and complications of endoscopic gynecological surgery procedures and be able to perform endoscopic gynecological surgical procedures</p> <ol style="list-style-type: none"> a. Diagnostic hysteroscopy

		b. Diagnostic laparoscopy c. Sterilization per laparoscopy
	This course is structured for the learning process for the introduction and mastery of gynecological surgery procedure techniques including information technology, clinical regulations, and research through in-class learning sessions, guidance by instructors and clinical practice related to gynecological surgery procedures so that learning objectives can be achieved within the allotted time and competencies obtained as desired.	
Study Materials/Learning Materials	1	Anatomy, Physiology and pathology of the vulva, vagina , cervix and perineum
	2	Gynecology Minor 2.1 Marsupialization of Bartholin cyst 2.2 Dilatation and curettage / biopsy endometrium 2.3 Extirpation of cervical polyps 2.4 Excision of benign lesions of the vulva
	3	Anatomy, physiology and pathology of internal genitalia and other pelvic organs Anatomy of the abdominal wall and various abdominal wall incision techniques
	4	Gynecology Major 4.1 Cystectomy 4.2 Myomectomy 4.3 Salpingectomy 4.4 Oophorectomy 4.5 Abdominal hysterectomy 4.6 Adhesiolysis 4.7 Exploratory laparotomy of tubo-ovarial abscess
	5	Pre Action - Instruments used in gynaecological surgery - Distension media and their advantages and disadvantages - Operating Room Setting in Surgery

	6	Endoscopic Gynecology - Diagnostic hysteroscopy - Diagnostic laparoscopy - Sterilization per laparoscopy			
Book	Main:				
		1. Williams Gynecology 23rd edition 2016			
	Supporter:				
		1. Bonney's gynecologist surgery (JM Monaghan) 2. Te Linde's Operative Gynecology 12th edition 3. Berek & Novak's Gynecology 14th Edition			
Lecturer	Dr. dr. Imam Ahmadi Farid, SpOG(K) Prof. Dr. dr. Syahrul Rauf, SpOG(K) Prof. Dr. dr. Nusratuddin Abdullah, SpOG (K), MARS Dr. dr. Trika Irianta, SpOG(K) dr. David Lotisna, SpOG(K) Dr. dr. Sharvianty Arifuddin, SpOG(K) Dr. dr. Nugraha Utama Pelupessy, SpOG (K) Dr. dr. Samrichard, SpOG dr. Irma Savitry, SpOG(K)				
Prerequisite courses					
Week to	Sub CLO	Valuation	Forms of Learning; Learning Methods; Student Assignments; Time estimation	Learning Materials (Library)	Assess ment Weight (%)

	(The final ability of each learning stage)	Indicator	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students are able to understand the anatomy, physiology and pathology of the vulva, vagina, cervix and perineum	<ul style="list-style-type: none"> • Definition • Topography • Muscle anatomy • Anatomy of vascularization • Anatomy of innervation 	<ul style="list-style-type: none"> • Presentation • Task sheet • Interview / Oral Exam • Written exam 	<ul style="list-style-type: none"> • Lecture • Discussion • Internship • Collaborative learning • Cooperative learning • Self-sufficient 		Book 1	
2	Students are able to know the definition, indications, working principles and introduction to tools, techniques, and complications of minor gynecological surgery surgical procedures:	<ul style="list-style-type: none"> • Definition • Symptoms and Signs • Anamnesis and Physical Examination • Supporting Examination • Risk Factors • Conservative Management • Techniques of execution 	<ul style="list-style-type: none"> • Presentation • Task sheet • Interview / Oral • Bed side teaching guidance • Competency assessment using a checklist • Assessment during clinical practice and 	<p>Introductory lecture in the debriefing session followed by Peer assisted Learning, <i>video session</i> and group discussion</p> <p>Clinical Practice : Observation and performing</p>		Books 1-4	

	<p>Enucleation / Marsupialization of Bartholini cysts</p> <p>Dilatation and curettage / biopsy endometrium</p> <p>Extirpation of cervical polyps</p> <p>Minus lesi jinak Vulva</p>	<p>of operative actions</p> <ul style="list-style-type: none"> • Operative Management Counseling • Referral Management 	<p>clinical discussion</p> <ul style="list-style-type: none"> • Direct guidance and assessment during surgery if patients are available 	<p>surgery with guidance or independently</p>			
3	<p>Students are able to understand the anatomy, physiology and pathology of the internal genitalia and other pelvic organs and Know the anatomy of the abdominal wall</p>	<ul style="list-style-type: none"> • Definition • Topography • Musculus anatomy • Anatomy of blood vessels • Anatomy of innervation 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz • Written exam • Oral Examination 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Books 1-4	

	and various abdominal wall incision techniques						
4	<p>Students are able to know the definition, indications, working principles and introduction to tools, techniques, and complications of major gynecological surgery surgical procedures:</p> <p>Cystectomy</p> <p>Myomectomy</p> <p>Salphyngectomy</p> <p>Oophorectomy</p>	<ul style="list-style-type: none"> • Definition • Symptoms and Signs • Anamnesis and Physical Examination • Supporting checks • Risk Factors • Conservative Management • Techniques of execution of operative actions • Operative Management Counseling • Management • Reference 	<ul style="list-style-type: none"> • Presentation • Task sheet • Interview / Oral • Bed side teaching guidance • Competency assessment using a checklist • Assessment during clinical practice and clinical discussion • Direct guidance and 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicum • Collaborative • Cooperative learning • Self-sufficient <p>Clinical Practice : Observation and action with guidance or independently</p>		Books 1-4	

	Hysterectomy Adhesiolysis Laparotomy Exploration of ovarian tubal abscess		assessment during surgery if patients are available				
5	Know the various instruments in gynecological surgery Know the operating room setting in gynecological surgery	<ul style="list-style-type: none"> • Tools / instruments • How the tool works • Operating room setting 	<ul style="list-style-type: none"> • Presentation • Task sheet • Quiz • Written exam • Oral Examination 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning • Self-sufficient 		Books 1-4	

6	<p>Students are able to know the definition, indications, working principles and introduction to tools, techniques, and complications of endoscopic gynecological surgery surgical procedures</p> <ul style="list-style-type: none"> • Diagnostic hysteroscopy • Diagnostic laparoscopy • Sterilization per laparoscopy 	<ul style="list-style-type: none"> • Definition • Indications performed endoscopic gynecological surgery • How endoscopic gynecological surgery works • Diagnostic laparoscopic surgical techniques 	<ul style="list-style-type: none"> • Presentation • Task sheet • Interview / Oral • Bed side teaching guidance • Guidance and assessment during immediate surgery if patients are available • Competency assessment using a checklist • Assessment during clinical practice and clinical discussion 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative • Cooperative learning <p>Clinical Practice : Observation and action with guidance or independently</p>		Book 1-4	
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SAMPLE QUESTIONS:


1. In the female pelvis, the ureter forms an important relation with the ovaries and lies:

- A. Previous to ovary
- B. Inferior to ovary
- C. Medial to ovary
- D. Lateral to ovary
- E. Posterior to ovary**

2. A woman presents with a fluctuant, no pain mass at the introitus labia, The best treatment is:

- a. Marsupialization**
- b. Incision and drainage
- c. Surgical resection
- d. Aspiration
- e. Cauterization

Table 27. RPS Social Obstetrics and Gynecology Course

	College Name	: Hasanuddin University				Docu me nt Code
	Faculty Name	:Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist 1 Obstetrics and Gynecology Education				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Social Obstetrics and Gynecology	20C05540106	Social Obstetrics and Gynecology	6	Credits	VII	September 20, 2019
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
	Dr. dr. Andi Mardiah Tahir, SpOG (K) Dr. dr. Elizabet C. Jusuf, M.Kes, SpOG(K)		Dr.dr. Andi Mardiah Tahir, SpOG(K)		Dr. dr. Nugraha Utama P., SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K1)	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health; (K1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)				

	Skills (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.(S2)
	Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)
	Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
	Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)		
	CLO 1	Applying an attitude of piety to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of community life in the field of obstetrics and social gynecology (S1)
	CLO 2	Mastering theoretical concepts and obstetric skills related to ethics, humanities and health law foundations to prevent, diagnose and treat conditions related to obstetrics and social gynecology both individually and problems in the community (K1)
	CLO 3	Demonstrate the concept of scientific thinking and academic integrity in general so as to be able to analyze and solve obstetric and gynecological social problems nationally through an inter or multidisciplinary approach (K2)
	CLO 4	Carry out professional medical practice in accordance with divine, noble moral, ethical, discipline, legal and socio-cultural values and principles. (S1)
	CLO 5	Practice obstetrics and social gynecology medicine by realizing limitations, overcoming personal problems, developing themselves, following refreshment and continuous improvement of knowledge and developing knowledge for patient safety (S2)

	CLO 6	Applying science in obstetrics and gynecology problems in the community through a holistic approach (promotive, preventive, curative & rehabilitative) in accordance with the conditions and needs of the community (S2)
	CLO 7	Build commitment to carry out professional responsibilities, compliance with ethical principles (autonomy, beneficence, justice, and non-maleficence), and be sensitive to diverse community conditions (S3)
Sub Course Learning Outcomes (Sub CLO)		
1		Students are able to understand and explain the definition and scope of obstetrics and social gynecology, which includes ethical and legal aspects, aspects of professionalism, aspects of education and training, aspects of hospital management, aspects of program management, aspects of epidemiology, biostatistics and evidence-based medicine and aspects of interpersonal communication and holistic approaches (biopsychosocial and cultural aspects)
2		Students are able to explain and analyze aspects of ethics and law and professionalism (Etikomedikolegal) in the management of daily medical practice, especially cases of obstetric and gynecology (module 4)
3		Students are able to explain and analyze the teaching process, study and make assessments in knowledge, skills and behavior transfer activities in the management of daily medical practice, especially obstetrics and gynecology cases (Module 2)
4		Students are able to explain and analyze the introduction and application of information technology, research and efforts to improve clinical practice through epidemiology, biostatistics and evidence-based medicine in the management of daily medical practice, especially cases of obstetric and gynecology (Module 3)
5		Students are able to explain and analyze holistically the handling of obstetrics and gynecology cases, especially reproductive and sexual health in daily medical practice
6		Students are able to explain and analyze the handling of obstetrics and gynecology cases, especially reproductive and sexual health in daily medical practice associated with hospital management (Module 15)
7		Students are able to explain and analyze the handling of obstruction and gynecology cases, especially reproductive and sexual health in daily medical practice which is connected with program management (Module 15)

Brief Description MK	This course studies obstetrics and social gynecology. The content of this course includes aspects of ethics and law, aspects of professionalism, aspects of education and training, aspects of hospital management, aspects of program management, aspects of epidemiology, biostatistics and evidence-based medicine and aspects of interpersonal communication and holistic approaches (biopsychosocial and cultural aspects) in the practice and practice of medicine, especially in the field of obstetrics-gynecology.	
Study Materials/Learning Materials	1	Understanding and scope of obstetrics and social gynecology, which includes ethical and legal aspects, aspects of professionalism, aspects of education and training, aspects of hospital management, aspects of program management, aspects of epidemiology, biostatistics and evidence-based medicine and aspects of interpersonal communication and holistic approaches (biopsychosocial and cultural aspects)
	2	Competence in ethical and legal aspects and professionalism (Etikomedikolegal) in the management of daily medical practice, especially cases of obstetrics and gynecology (module 4)
	3	Educational and teaching competence in knowledge, skills and behavior transfer activities in the management of daily medical practice, especially cases of obstetrics and gynecology (Module 2)
	4	Competence in epidemiological, biostatistical and evidence-based medicine analysis (application of information technology, research and efforts to improve clinical practice) in the management of daily medical practice, especially obstetrics and gynecology cases (Module 3)
	5	Competence in holistic analysis of obstetrics and gynecology case management, especially reproductive and sexual health in daily medical practice
	6	Students are able to explain and analyze the handling of obstruction and gynecology cases, especially reproductive and sexual health in daily medical practice associated with hospital management (Module 15)
	7	Students are able to explain and analyze the handling of obstruction and gynecology cases, especially reproductive and sexual health in daily medical practice which is connected with program management (Module 15)
Book	Main:	
	<ol style="list-style-type: none"> 1. Surjaningrat S. (2005). A potpourri of obstetrics and social gynecology. Jakarta: Yayasan Bina Pustaka Sarwono Prawirodiharjo. 2. Biran Affandi, George Adriaanz (eds), Reference Book for Training Skills, JNPK Kesrep, 2003 	

	<ol style="list-style-type: none"> 3. Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB. Designing Clinical Research, 3rd edition. 2007. Lippincott Williams Wilkins. 4. POGI, PB-POGI Code of Ethics. 5. Samil RS. Indonesian Medical Ethics. Yayasan Bina Pustaka Sarwono Prawirohardjo 2001. 6. Isfandyarie A. Legal Responsibility and Sanctions for Doctors. Prestasi Pustaka publisher Jakarta 2006. Book I and Book II 7. Book of Practical Steps for Essential Reproductive Health Services and Sexuality. Author: Djajadilaga, Saifuddin AB, Daili SF, Wratsangka R, Mohamad K, Djauzi S. MOH, 2005. 8. Capita Selecta of Management and Leadership Book, Prof.DR.H.Soebagio Sastrodiningrat, MPA 9. Greenhalgh T. How to read a paper, the basic of evidence based medicine 3rd edition. BMJ, 2006. 10. Clinical Governance Advice no.2. Improving patient safety : Risk Management for Maternity and Gynecology. October 2005. Downloaded from http://www.rcog.org.uk 11. Fletcher RW, Fletcher SW. Clinical Epidemiology-The Essentials. 4th ed. Baltimore : Lippincott Williams & Wilkins, 2005; 35-56. 		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 2px;">Supporter:</td> <td style="background-color: #FFD700;"></td> </tr> </table> <ol style="list-style-type: none"> 1. Training Skills Training (JNPK, 2005) 2. Intermediate Training Skills Training (JNPK, 2005) 3. Reference Book for Interpersonal Communication and Counseling Training Package, JNPK-KR. 4. Chamberlain G. How to Avoid Medico Legal Problems in Obstetrics and Gynaecologists. Chameleon Press London 1992 5. Samil RS. Indonesian Medical Ethics. Bina Pustaka Foundation SP Jakarta 2001 	Supporter:	
Supporter:			
Lecturer	<ol style="list-style-type: none"> 1. dr. Umar Malinta, SpOG (K) 2. dr. Eddy Tiro, SpOG (K) 3. dr. Eddy Hartono, SpOG (K) 4. Dr. dr. A. Mardiah Tahir, SpOG (K) 5. dr. A. Nurshanty Padjalangi, SpOG (K) 6. dr. Johnsen Mailoa, SpOG (K) 		

	7. dr. Mrs. Suzanna S. Pakasi, SpOG (K) 8. Dr. dr. Nur Rakhmah, SpOG (K) 9. dr. Ajardiana Idrus, SpOG (K) 10. Dr. Dr. Abd. Rahman, SpOG (K), M.Kes 11. dr. Nuraini Abidin, SpOG (K) 12. dr. Nurbani Bangsawan, SpOG (K), MARS 13. dr. Irnawaty Bahar, SpOG (K) 14. dr. Susiawaty Syarief, SpOG (K), M.Kes 15. dr. Rudy B. Leonardy, SpOG (K) 16. Dr. dr. Elizabet C. Jusuf, M.Kes, SpOG (K) 17. dr. Syahrini Syahrir, SpOG (K) 18. dr. Lenny M. Lisal, SpOG (K) 19. Dr. dr. Rina Previana A., SpOG(K) 20. Dr. Dr. Nasrudin A. Mappaware, SpOG(K), MARS 21. dr. Abadi Aman, SpOG(K)						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students are able to understand and explain the definition and	<ul style="list-style-type: none"> Able to explain the definition and scope of 	<ul style="list-style-type: none"> Presentati on MCQ 	<ul style="list-style-type: none"> Cooperative learning Self-sufficient 	<ul style="list-style-type: none"> Lectur e Discus sion 	Main library 1, supporting library 4	10

	<p>scope of obstetrics and social gynecology, which includes ethical and legal aspects, aspects of professionalism, aspects of education and training, aspects of hospital management, aspects of program management, aspects of epidemiology, biostatistics and evidence-based medicine and aspects of interpersonal communication and holistic approaches (biopsychosocial</p>	<p>obstetrics and social gynecology</p> <ul style="list-style-type: none"> • Able to explain the definition and scope of ethical and legal aspects, aspects of professionalism • Able to explain the definition and scope of aspects of education and training, • Able to explain the definition and scope of aspects of hospital management, • Able to explain the definition and scope of aspects of program management, • Able to explain the definition and scope of aspects of epidemiology, biostatistics and 					
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	and cultural aspects)	evidence-based medicine <ul style="list-style-type: none"> • Able to explain the definition and scope of interpersonal communication aspects and approaches holistically (biopsychosocial and cultural aspects) 					
2	Students are able to explain and analyze aspects of ethics and law and professionalism (Etikomedikolegal) in the management of daily medical practice, especially cases of obstetrics and gynecology (module 4)	<ul style="list-style-type: none"> • Making ethical decisions in obstetrics and gynecology services • Managing legal issues in obstetrics and gynaecology practice • Maintaining Privacy and Confidentiality • Informed Consent 	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	<ul style="list-style-type: none"> • Lecture • Discussion 	Main library 4-5-6 support 4, 5	15

		<ul style="list-style-type: none"> • Negotiating and Motivating Others • Conduct good medical practice and accountability professionalism 					
3	Students are able to explain and analyze the teaching process, study and make assessments in knowledge, skills and behavior transfer activities in the management of daily medical practice, especially obstetrics and gynecology cases (Module 2)	<ul style="list-style-type: none"> • Understand the principles adults learn • Explain and master skills for an educator/trainer • Identify student needs and learning styles • Understand the principles of giving feedback • Identify appropriate strategies for the way adults learn • Identify principles, needs and learning styles 	<ul style="list-style-type: none"> • Presentation • Task Sheet • MCQ 	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	<ul style="list-style-type: none"> • Lecture • Discussion 	Main library 1.2, supporting library 1.2	15

		<ul style="list-style-type: none">• Understand the principles of evaluation• Facilitate the learning process• Use a variety of teaching strategies appropriate for participants and contexts• Using audiovisual equipment effectively• Prepare for a teaching session• Teaching in small (<10) and large (>20) groups and <i>bedside teaching</i>• Able to carry out teaching activities on actual participants• Able to teach various topics with appropriate					
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		teaching resources					
4	Students are able to explain and analyze the introduction and application of information technology, research and efforts to improve clinical practice through epidemiology, biostatistics and evidence-based medicine in the management of daily medical practice, especially cases of obstetrics and gynecology (Module 3)	<ul style="list-style-type: none"> Using information technology related to obstetrics and gynecology education Make efforts to improve clinical practice (Conduct audit cycles against service standards, Conduct critical assessments of scientific publications, Develop and implement evidence-based service guidelines, Evaluate service lines, 	<ul style="list-style-type: none"> Presentation MCQ 	<ul style="list-style-type: none"> Cooperative learning Self-sufficient 	<ul style="list-style-type: none"> Lecture Discussion 	Main library 3, 9, 11, supporting 3	15

		Apply risk management in handling obstetrics and gynecology cases)					
5	Students are able to explain and analyze holistically the handling of obstetrics and gynecology cases, especially reproductive and sexual health in daily medical practice	<ul style="list-style-type: none"> • Conducting reproductive health services through interpersonal communication and holistic approaches (biopsychosocial) in a promotive, preventive, curative, and rehabilitative context) to reduce maternal and newborn mortality rates in the context of <i>safe motherhood</i> 	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	<ul style="list-style-type: none"> • Lecture • Discussion 	Main library 1.7 supporters 3	15

		<ul style="list-style-type: none"> • Communicating and Providing Counseling 					
6	Students are able to explain and analyze the handling of obstetrics and gynecology cases, especially reproductive and sexual health in daily medical practice associated with hospital management (Module 15)	<ul style="list-style-type: none"> • Communicating and Providing Counseling • Teamwork and Leadership • Service Administration and Management. • Negotiating and Motivating Others • Conducting clinical audits at hospitals • Conduct good medical practice and accountability professionalism • Services related to Sexually Transmitted Infections and HIV/AIDS in the 	<ul style="list-style-type: none"> • Presentation • MCQ 	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	<ul style="list-style-type: none"> • Lecture • Discussion 	Main supporter 1,7,8.10, supporter 3	15

		<p>context of hospital management</p> <ul style="list-style-type: none"> • Prevention services for vertical transmission of HIV/AIDS mother to fetus in the context of hospital management • Services related to sexual dysfunction in women in the context of hospital management 					
7	Students are able to explain and analyze the handling of obstruction and gynecology cases, especially reproductive and sexual health in daily medical practice which is	<ul style="list-style-type: none"> • Communicating and Providing Counseling • Teamwork and Leadership^{1,7} • Service Administration and Management. • Negotiating and Motivating Others 	<ul style="list-style-type: none"> • Presentation MCQ 	<ul style="list-style-type: none"> • Cooperative learning • Self-sufficient 	<ul style="list-style-type: none"> • Lecture • Discussion 	Main supporters 1,7,8. Supporters 3	15

	connected with program management (Module 15)	<ul style="list-style-type: none">• Conducting maternal perinatal audits at the district / city level• Conduct good medical practice and accountability professionalism• Services related to Sexually Transmitted Infections and HIV/AIDS in the context of program management• Prevention services for vertical transmission of HIV/AIDS mother to fetus in the context of program management• Services related to sexual dysfunction in					
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		women in the context of program management					
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Sample Questions:

1. In district A there were 2 cases of maternal death due to postpartum hemorrhage ec atony uteri so that an assessment of maternal death cases was carried out by the District Health Office. The event was attended by: local village head, officer in charge of MCH program, SpOG doctor involved, village midwife involved, head of local puskesmas, SpOG doctor Obginsos consultant, local IBI chairman. They sat together to discuss the case, review and plan follow-up so that at the end of AMP a recommendation was issued. What groups were not included in the meeting?
 - a. Internal reviewer
 - b. External reviewers
 - c. Group of policymakers**
 - d. Community
 - e. Community service
2. A survey in the delivery room at a hospital did not meet the standard aspects of Infection Prevention (PI). What is your most essential suggestion?
 - A. Prepare personal protective equipment
 - B. Using Asepsis and antisepsis techniques
 - C. Handle sharp equipment safely
 - D. Maintain cleanliness and tidiness of the work environment
 - E. Conduct Infection Prevention training**
3. One of the causes of late referrals is because the prevalence of home delivery is still high. It is included in the category of traps....
 - a. Geographic**
 - b. Socio-cultural
 - c. Socio-economic

d. Low education

e. Age factor

Table 28. RPS Thesis Course

	College Name	: Hasanuddin University				Document Code
	Faculty Name	:Medicine				
	Department Name	: Obstetrics and Gynecology				
	Study Program Name	: Specialist Doctor Education Program 1				
SEMESTER LESSON PLAN						
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):		SEMESTER	Date of Preparation
Thesis	20C05540 207		7	Credits	VII	2-8-2020
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program	
			Dr.dr.Efendi Lukas, Sp.OG.K		Dr. dr. Nugraha Utama P., SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK					
	Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)				
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)				
	Skills (S1)	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions (S1)				
	Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-malfesance), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)				
Course Learning Outcomes (CLO)						


	CLO 1	Applying an attitude of piety to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health (S1)
	CLO 2	Tracing knowledge about research methodology and information technology in disseminating Obstetrics and Gynecology for Health Quality Improvement (K2)
	CLO 3	Affirming logical, critical, systematic and creative selection through scientific research in the field of obstetrics and gynecology to manage health problems holistically and comprehensively and apply the science to the management of health problems holistically and comprehensively (S2)
	CLO 4	Creating innovative work that is beneficial for professional development that can be scientifically accountable to the community by publishing academic work in accredited national scientific journals or reputable international journals. (S3)
Sub Course Learning Outcomes (Sub CLO)		
	1	Students are able to compile research proposals according to scientific principles that can be accounted for
	2	Students are able to collect, analyze, interpret and present research data that has been collected
	3	Students are able to compile a final thesis report according to scientific principles that can be accounted for
	4	Students are able to compile manuscripts for publication to national journals or international journals;
Brief Description MK	This course studies . about various research methodologies, and how to conduct literature searches and statistical tests on data that has been collected and then presented in research reports on thesis and then published in scientific journals	
Study Materials/Learning Materials	1	Steps to make a Research Proposal
	2	Literature search
	3	Selection of statistical tests and determination of sample size

	4	Critical appraisal journals					
	5	Techniques for writing scientific papers					
	6	Publication of research results					
Book	Main:						
		1. Sopiyyudin Dahlan: Steps to make a research proposal in the field of medicine and health (2008) 2. Sopiyyudin Dahlan : Reading and reviewing clinical trial journals (2010) 3. Large sample in medicine and health research (2005)					
	Supporter:						
Lecturer	Dr.dr.Efendi Lukas, Sp.OG.K Dr.dr.Maisuri T Chalik Sp.OG.K Dr.. Sriwijaya , Sp.OG.K Dr.dr.Sam Richard Sp.OG Dr.dr.Sharvianty Arifuddin, Sp.OG.K						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicator	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8
1	Students are able to explain, understand how	Create a research outline	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • Collaborative learning 		Buku 1	10

	to write research proposals;			• • Self-sufficient			
4	Students are able to search literature		<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • • Self-sufficient 		book 2	10
8	Students are able to conduct statistical tests on research data	<ul style="list-style-type: none"> • Perform static tests on statistical applications 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • Lecture • Discussion • • Self-sufficient • 		book 1	10
12	Students are able to do critical journal appraisal	<ul style="list-style-type: none"> • Reading journals and doing appraisals 	<ul style="list-style-type: none"> • Presentation • Task sheet 	<ul style="list-style-type: none"> • lecture • Discussion • • Self-sufficient 		book 2	10
	Students are able to compile research proposals	Research proposal	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Discussion • Collaborative • Cooperative learning • • Self-sufficient 		Book 1,2	20
6	Students are able to compile research reports in the form of a thesis	<ul style="list-style-type: none"> • Research thesis 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • • Self-sufficient 		Journals and textbooks related to research topics	20

7	Students are able to write research publications in journals	<ul style="list-style-type: none">• Journal publication (accepted)	<ul style="list-style-type: none">• Presentation	<ul style="list-style-type: none">• Self-sufficient			20
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Table 29. RPS Professional Development Course

	College Name	: Hasanuddin University			Document Code
	Faculty Name	: Medicine			
	Department Name	: Obstetrics and Gynecology			
	Study Program Name	: Obstetrics and Gynecology Specialist Medical Education			
SEMESTER LESSON PLAN					
COURSE (MK)	CODE	MK Family	WEIGHT (SKS):	SEMESTER	Date of Preparation
Professional Development	20C05540308	Obstetrics and Gynecology	8	8	Aug 1, 2020
AUTHORIZATION	RPS Developer		RMK Coordinator	Head of Study Program	
	Dr. dr. Nasrudin, A.M, Sp.OG (K), MARS		Dr.dr. Andi Mardiah Tahir, SpOG(K)	Dr. dr. Nugraha Utama P., SpOG(K)	
Learning Outcomes (CP)	CPL PRODI charged to MK				
	Attitude (S1)	To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health (A1)			
	Knowledge (K2)	To think in order for analyze and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.(K2)			
	Skills (S2)	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.(S2)			

Competence (C1)	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practice of interprofessional collaboration required to improve the quality of reproductive health services for women; (C1)
Competence (C2)	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs (C2)
Competence (C3)	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies (C3)
Course Learning Outcomes (CLO)	
CLO 1	Applying an attitude of piety to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health (S1)
CLO 2	Demonstrate professional competence that is able to provide complete reproductive health services at the national and international specialist levels in accordance with the conditions and needs of the community (K2)
CLO 3	Carry out decision making in the context of solving problems in the development of science and technology that pay attention to and apply bioethics and humanities values based on analytical or experimental studies of information and data (S2)
CLO 4	Maximizing in handling every obstetric and gynecological case with high professional abilities through an evidence-based medicine approach and the progress and development of medical science and technology (S1)
CLO 5	Conducting reproductive health services through interpersonal communication, interprofessionalism and holistic approaches (promotive, preventive, curative & rehabilitative) to reduce maternal and newborn mortality rates according to the context of safe motherhood (S2)
CLO 6	Apply the principles and attitudes of professionalism in solving and handling reproductive health problems and be able to practice them to the community optimally (S3)
Sub Course Learning Outcomes (Sub CLO)	

1	<p>Communicate and provide counseling:</p> <p>1.1. Able to communicate effectively verbally and in writing with patients, families and communities</p> <p>1.2. Able to deliver bad news tactfully</p> <p>1.3. Able to communicate effectively verbally and in writing with colleagues and other health teams</p> <p>1.4. Able to provide counseling to patients, families and colleagues</p>
2	<p>Teamwork and Leadership:</p> <p>2.1. Able to work effectively in a team</p> <p>2.2. Able to demonstrate leadership skills</p> <p>2.3. Able to collaborate with other professions</p>
3	<p>Administration of service management funds:</p> <p>3.1. Able to master and function according to local and national level organizational structures</p> <p>3.2. Able to innovate, change organizations more effectively</p> <p>3.3. Able to work in fields related to management or administration</p>
4	<p>Negotiating and motivating others:</p> <p>4.1. Able to implement the principles of effective negotiation</p> <p>4.2. Able to respond appropriately in formal and informal situations</p> <p>4.3. Able to provide advocacy to other parties</p>
5	<p>Carry out clinical training:</p> <p>5.1. Able to apply the principles of clinical training skills</p> <p>5.2. Able and responsible for providing guidance, education and training on reproductive health For junior residents or other health workers</p>
6	<p>Conduct good medical practice and accountability professionalism:</p> <p>6.1. Able to develop themselves and sustainable professionalism</p> <p>6.2. Able to form lifelong learning habits from various learning sources</p>

		6.3. Able to act professionally all the time 6.4. Able to prioritize work including personal health, manage workload and time accordingly effective
Brief Description on MK	<p>This course studies the learning process of introduction, development and achievement of professional competence in the practice and practice of medicine, especially in the field of obstetrics-gynecology, both through learning sessions in the classroom and practice in real situations based on ethics, professional standards, scientific principles and clinical-medical applications so that learning objectives can be achieved within the allocated time.</p> <p>This course includes communicating and providing counseling, teamwork (<i>interprofessionalism collaboration</i>) and leadership, administration and service management, negotiating and motivating others, carrying out clinical training, doing <i>good medical practice</i> and accountability professionalism.</p>	
Study Materials/Learning Materials	1	Communicating and Providing Counseling
	2	Teamwork (<i>interprofessionalism collaboration</i>) and Leadership
	3	Service Administration and Management.
	4	Negotiating and Motivating Others
	5	Conducting Clinical Training
	6	Conduct good <i>medical practice</i> and accountability professionalism
Book	Main:	<ol style="list-style-type: none"> 1. Manual of Effective Communication Doctor – patient. Indonesian Medical Council (SI), Jakarta 2006 2. Reference Book for Interpersonal Communication and Counseling Training Package, JNPK-KR. 3. Capita Selecta of Management and Leadership Book, Prof.DR.H.Soebagio Sastrodiningrat, MPA 4. Health Promotion and Behavioral Science Book, Prof.DR.Soekidjo Notoatmodjo, SKM.,M.ComH 5. Covey S. Seven habit of highly effective people. 6. Azwar A. Introduction to Health Administration. 7. Train Your Self. Interactive Multimedia Training. Successful Negotiating Skills. (PC-CD ROM) 8. Book of the Republic of Indonesia Code Number 29 of 2004 concerning Medical Practice.

	<p>9. Chamberlain G. How to Avoid Medico Legal Problems in Obstetrics and Gynaecologists. Chameleon Press London 1992</p> <p>10. Samil RS. Indonesian Medical Ethics. Bina Pustaka Foundation SP Jakarta 2001</p> <p>11. Jonsen AR, Siegler M, Winslade WJ. Clinical Ethics : A Practical Approach to ethical decisions in clinical medicine. 5th ed. New York, NY: McGraw-Hill. 2002</p> <p>12. Robert MC Veatch. Basic of Bioethics. Bab IV hal 65-74</p> <p>13. Mappaware, A.N. 2010. Bioethics, medical law, and human rights. Umitoha; Makassar</p>						
	Supporter:						
	<p>1. Renstra Making Pregnancy Safer, Ministry of Health of the Republic of Indonesia.</p> <p>2. Millennium Development Goal in the Health Sector, Ministry of Health of the Republic of Indonesia.</p> <p>3. Obsinsos potpourri. YBina Library Jakarta</p> <p>4. Coaching Skills Training Package Book. JNPK-KR, 2007.</p>						
Lecturer	Dr. dr. H. Nasrudin A.M, Sp. OG (K), MARS						
Prerequisite courses							
Week to	Sub CLO (The final ability of each learning stage)	Valuation		Forms of Learning; Learning Methods; Student Assignments; Time estimation		Learning Materials (Library)	Assessment Weight (%)
		Indicators	Criteria and Form	Luring (offline)	Daring (online)		
1	2	3	4	5	6	7	8

1-5	Able to demonstrate knowledge and skills to communicate effectively and conduct counseling:	<ul style="list-style-type: none"> • Understanding the basic principles of communication • Understand the elements of communication • Understand the forms of communication • Understand the impact and barriers to communication • Understanding health communication • Understanding social marketing • Understand the principles of counseling • Able to communicate effectively verbally and in writing with patients, families and communities • Able to convey unwanted information / disaster wisely • Able to communicate effectively verbally and in writing with colleagues and other health teams 	<ul style="list-style-type: none"> • Presentation • Log book assessment • MCQ • Oral exam • OSCE 	<ul style="list-style-type: none"> • Lecture • Case discussion • Self-sufficient 	<ul style="list-style-type: none"> • Case discussion • Browse libraries 	Books 1,2,3,4, 5	15 %
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		<ul style="list-style-type: none"> • Able to provide counseling to patients, families and colleagues 					
6-9	<p>Able to develop skills of cooperation in groups and leadership through learning sessions in class and practice in real conditions so that learning objectives are achieved within the allocation of time that has been provided and for the desired level of competence</p>	<ul style="list-style-type: none"> • Understand group dynamics • Understand leadership principles • Understand the theory of motivation and productivity • Understand human relationships in management • Understanding Management By Objectives • Able to work effectively in a team <i>(interprofessionalism collaboration)</i> • Able to demonstrate leadership skills • Able to collaborate with other professions 	<ul style="list-style-type: none"> • Presentation • Log book assessment • MCQ • Oral exam • OSCE 	<ul style="list-style-type: none"> • Lecture • Case discussion • Self-sufficient 	<ul style="list-style-type: none"> • Case discussion • Browse libraries 	Book 3.5	15 %

10-14	Able to develop organizational management and health administration skills through classroom learning sessions and practice in real conditions so that learning objectives are achieved within the allocation of time provided and for the desired level of competence	<ul style="list-style-type: none"> • Understand the health system and health referral system in Indonesia • Understand the structure, functions of local and national health care organizations and facilities • Mastering and working in local and national organizational structures • Innovate, change organizations more effectively • Work in fields related to management or administration 	<ul style="list-style-type: none"> • Presentation • Log book assessment • MCQ • Oral exam • OSCE 	<ul style="list-style-type: none"> • Lecture • Case discussion • Self-sufficient 	<ul style="list-style-type: none"> • Case discussion • Browse libraries 	Books 6,11, 12	15 %
15-19	Able to demonstrate the knowledge and skills necessary in carrying out activities to negotiate and influence others	<ul style="list-style-type: none"> • Understand the principles of effective negotiation • Understand the characteristics and stages of negotiations • Understand tips and tactics for influencing others and reaching mutually beneficial solutions 	<ul style="list-style-type: none"> • Presentation • Log book assessment • MCQ • Oral exam • OSCE 	<ul style="list-style-type: none"> • Lecture • Case discussion • Self-sufficient 	<ul style="list-style-type: none"> • Case discussion • Browse libraries 	Books 1,2,4,7	15 %

		<ul style="list-style-type: none"> • Understand techniques in approaching and motivating • Able to overcome problems faced by colleagues, partners or customers • Able to prepare and carry out negotiations • Understand advocacy principles, communication in advocacy and advocacy indicators • Able to carry out advocacy activities 					
20-23	Able to demonstrate the knowledge and skills needed in carrying out activities to train clinical skills	<ul style="list-style-type: none"> • Understand the clinical training approach • Understand training planning • Understand how to create a positive atmosphere in training • Understand and be able to use tools in training 	<ul style="list-style-type: none"> • Presentation • Log book assessment • MCQ • Oral exam • OSCE 	<ul style="list-style-type: none"> • Lecture • Case discussion • Self-sufficient 	<ul style="list-style-type: none"> • Case discussion • Browse libraries 	Book 14	15 %

		<ul style="list-style-type: none"> • Understand and be able to deliver interactive presentations • Understand and be able to develop clinical skills • Understand and be able to manage, organize clinical training • Understand and be able to evaluate clinical training • Understand and demonstrate responsibility for providing guidance to junior residents and other health workers 					
24-27	Able to demonstrate the knowledge and skills needed in carrying out good <i>medical practice</i> activities and accountability professionalism	<ul style="list-style-type: none"> • Understand the principles of good medical practice • Understand the principles of the doctor-patient relationship • Understand the importance of personal health • Understand and be able to recognize, take advantage of opportunities to learn 	<ul style="list-style-type: none"> • Presentation • Log book assessment • MCQ • Oral exam • OSCE 	<ul style="list-style-type: none"> • Lecture • Case discussion • Self-sufficient 	<ul style="list-style-type: none"> • Case discussion • Browse libraries 	Books 8,9,10, 11,12,13	15 %

		<p>and continuously maintain professionalism</p> <ul style="list-style-type: none"> • Understand the selection of the right field of work and realize your limitations • Understanding and being able to work together in a position to maintain professionalism • Able to maintain and maintain public trust in the profession Able at all times to show professionalism 					
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Sample Problem:

1. A 22-year-old woman was admitted to the ED accompanied by her male friend with a chief complaint of vaginal bleeding. From the results of further history taking, it was found that the woman was 7 weeks pregnant and had a provocatus abortion. From the results of the physical examination: General condition is good and conscious, blood pressure 100/ 60 mmHg and temperature 390C. on internal examination OUE / OUI open and palpable tissue. Ultrasound impression of residual tissue. Diagnosis of incomplete abortion provocatus criminalis infeksiosa. indication for curettage. To handle this case, what should the doctor do?