

MAPPING OF STUDENTS' ASSESSMENT STRATEGIES AND RECOMMENDED READINGS										
No	COURSE MODULE	SEMESTER	INTENDED LEARNING OUTCOME	COURSE LEARNING OUTCOMES	PERFORMANCE INDICATOR	TOPIC	TEACHING & LEARNING STRATEGIES	ASSESSMENTS STRATEGIES	RUBRICS	RECOMMENDED READINGS
1	MODULE 1. ETHICOMEDICOLEGAL	1	Attitude A1 : Pious to God Almighty, religious, civilised, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health.	CMO 1: Demonstrate professional and ethical attitudes in medical practice Show piety to God Almighty, uphold human values, behave religiously, ethically, civilised, independently, and contribute to improving the quality of life in the field of medicine and health.	Able to explain principles of medical ethics, code of ethics, malpractice, and research ethics	Medical Ethics, IDI Code, Medical Negligence, DNR, Euthanasia	Lecture, Structured Assignment, Private Study	Article Review, Assignment	Ethics and attitude rubric	Compulsory: 1. Indonesian Physician Competency Standards, KKI, 2012 2. UNESCO Standards of Bioethics in Medical Education, 2014 Additional: 3. WHO Framework of Interprofessional Collaboration Practice, 2010
			Knowledge K1: Able to understand and explain basic knowledge including genetics, molecular biology, histology	CMO 2: Understand fundamental biomedical knowledge as a foundation for medical ethics Comprehend and explain basic scientific knowledge including genetics, molecular biology, and histology as essential foundations for ethical and legal reasoning in healthcare	Explains basic biomedical principles relevant to medical ethics and legal responsibilities.	Genetics, Molecular Biology, Histology in relation to Ethics	Lecture, Structured Assignment	Assignment, Article Review	Knowledge assessment rubric	
			Competence C1 : 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.	CMO 3: Develop ethical scientific thinking and academic competence Apply logical, critical, systematic, and creative thinking through scientific research or design, in accordance with scientific principles and ethics	Formulates ethical and scientifically sound concepts or research aligned with publication standards.	Research Ethics, Clinical Trials, Informed Consent	Private Study, Article Review, Assignment	Assignment, Article Review	Scientific writing and ethics rubric	
		1	Knowledge K1 : Able to practice medicine by realizing limitations, overcoming personal problems, developing oneself, following refreshment and continuous knowledge improvement and developing knowledge for patient safety.	CMO-K1.1: Demonstrate awareness of personal and professional limitations in clinical practice and take active steps for self-development and continuous medical education. CMO-K1.2: Integrate current medical knowledge to ensure patient safety and quality care in everyday practice.	Student reflects personal limitations and demonstrates commitment to lifelong learning.	Self-awareness, Professional development, Continuing Medical Education (CME)	Lectures, self-assessment, group discussion, learning contract	Reflective journal, self-assessment questionnaire	Clarity of reflection, self-awareness, planning for improvement	Compulsory: 1. Genetics and Genomics in Medicine. New York, 2014 2. Tom S, Andrew P.R. Human Molecular Genetics. 5th ed. New York ; 2019 Additional: 3. Alberts, Jhonson, Lewis, Morgan, Raff, Roberts, Walter. Molecular Biology of the Cell. 6th ed. 2010 4. Kumar V, Abbas

2	MODULE 2. MEDICAL GENETICS		<p>Knowledge K2 : Apply the latest basic and clinical medical sciences to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to the management of health problems holistically and comprehensively.</p>	<p>CMO-K2.1: Apply the latest foundational and clinical sciences to diagnose and manage patient conditions in a holistic and comprehensive manner. CMO-K2.2: Incorporate humanities, community medicine, and family medicine approaches in addressing patient and population health issues.</p>	<p>Student applies integrated knowledge to clinical scenarios.</p>	<p>Holistic care, integration of basic and clinical sciences</p>	<p>Case-based discussion, lectures, role-play</p>	<p>Case presentation, group discussion</p>	<p>Integration of knowledge, critical thinking, patient-centered care</p>	<p>AK, Aster JC. Robbins and Cotran Pathologic Basis of Disease.10th ed. Philadelphia: Saunders; 2018</p>
			<p>Skill S1 : Able to practice medicine by realising limitations, overcoming personal problems, developing oneself, following refreshment and continuous knowledge improvement and developing knowledge for patient safety.</p>	<p>CMO-S1.1: Demonstrate the ability to recognize personal limitations, address professional challenges, and engage in lifelong learning to maintain competence in medical practice. CMO-S1.2: Apply knowledge and skills that prioritize patient safety and continuous improvement in clinical care.</p>	<p>Student demonstrates improved skills based on reflective evaluation.</p>	<p>Clinical skills training, reflection in practice</p>	<p>Skills lab, video feedback, simulation</p>	<p>OSCE, practical checklist, reflective writing</p>	<p>Technical accuracy, safety adherence, insight in reflection</p>	
			<p>Competence C1 : Able to perform clinical procedures according to his/her authority related to the problem of health by using the principles of clinical epidemiology as well as solid evidence of fact-based medicine to improve diagnosis and for patient safety.</p>	<p>CMO-C1.1: Perform clinical procedures within professional authority using principles of clinical epidemiology and evidence-based medicine. CMO-C1.2: Make accurate diagnostic decisions and ensure patient safety by applying solid scientific evidence and clinical judgment.</p>	<p>Student applies evidence-based practices in clinical decision-making and procedure.</p>	<p>Clinical epidemiology, evidence-based medicine, patient safety</p>	<p>Workshops, small group tutorials, clinical simulation</p>	<p>Mini-CEX, evidence appraisal task, OSCE</p>	<p>Use of evidence, procedural correctness, safety assurance</p>	
3	MODULE 3. CLINICAL EPIDEMIOLOGY & EVIDENCE BASED MEDICINE	1	<p>Knowledge K1 : Able to practice medicine by realising limitations, overcoming personal problems, developing oneself, following refreshment and continuous knowledge improvement and developing knowledge for patient safety.</p>	<p>CMO 1: To promote self-awareness and continuous professional development for patient safety.</p>	<p>Students demonstrate ability to recognize personal limitations and apply knowledge responsibly for safe medical practice.</p>	<p>Medical professionalism, personal development, patient safety</p>	<p>Lectures, guided reflection, self- directed learning</p>	<p>Reflective essay, participation in discussion</p>	<p>Self-insight, clarity of reflection, relevance to patient safety</p>	<p>Compulsory: 1. Fletcher, Robert H., Fletcher, Suzanne W., Fletcher, and Wagner, Edward H. Clinical Epidemiology, The Essentials, Third Edition, 1996, Williams & Wilkinsm A Wavehy Company, Baltimore, Maryland</p>

			<p>Skill S1: Apply the latest basic and clinical medical sciences to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to the management of health problems holistically and comprehensively.</p>	<p>CMO 2: To enable students to apply integrated medical and humanistic approaches to patient care.</p>	<p>Students apply holistic clinical decision-making and interdisciplinary approaches.</p>	<p>Holistic and comprehensive care, family and community medicine</p>	<p>Case-based learning, interdisciplinary team-based discussion</p>	<p>Case analysis report, problem-based group discussion</p>	<p>Comprehensiveness, relevance of approach, use of multidisciplinary perspective</p>	<p>2. Strauss SE, Richardson WS, Glasziou P, Haynes RB. 3rd Edition Elsevier Churchill Livingstone. Edinburgh, London, New York, Oxford, Philadelphia, Toronto 2005. Additional: 3. Dan Mayer, 2010, Essential Evidence-Based Medicine, Second Edition, University Press, Cambridge</p>
			<p>Competence C1 : Able to perform clinical procedures according to his/her authority related to the problem of health by using the principles of clinical epidemiology as well as solid evidence of fact-based medicine to improve diagnosis and for patient safety</p>	<p>CMO 3: To equip students with evidence-based procedural skills for diagnosis and patient safety.</p>	<p>Students apply clinical procedures and justify actions based on epidemiological evidence.</p>	<p>Clinical procedures, clinical epidemiology, evidence-based medicine</p>	<p>Simulation-based training, clinical demonstration, guided practice</p>	<p>OSCE, procedure checklist, evidence-based justification</p>	<p>Accuracy, safety adherence, justification with evidence</p>	
4	MODULE 4. RESEARCH METHODS	1	<p>Attitude A1 : Pious to God Almighty, religious, civilised, upholding human values, ethical, independent, and contributing to improving the quality of people's lives in the fields of medicine and health.</p>	<p>CMO-A1.1: Demonstrate piety, ethical behavior, and respect for human values in the pursuit of academic and professional responsibilities. CMO-A1.2: Act independently and responsibly to contribute to the improvement of public health and well-being through medical and scientific endeavors.</p>	<p>Able to formulate research questions, hypotheses, and conduct ethical research</p>	<p>1. Research methodology basics 2. Literature review 3. Framework development 4. Research design 5. Ethics 6. Report writing</p>	<p>Lecture, Structured Assignment, Oral Presentation</p>	<p>Article Review 20%, Proposal Presentation 80%</p>	<p>Presentation rubric, Article critique rubric</p>	<p>Compulsory: 1. Designing clinical research, stephen b. Hulley & steven cummings 2. Basics of clinical research methodology, sudigdo sastroasmoro & sofyam ismael, Additional: 3. Medical epidemiology, raymond s. Greenberg et al.</p>
			<p>Knowledge K1 : Able to apply the principles and methods of scientific thinking in solving health problems according to their specialisation.</p>	<p>CMO-K1.1: Apply principles and methods of scientific thinking systematically to identify, analyze, and solve health problems relevant to their specialization.</p>	<p>Able to formulate research questions, hypotheses, and conduct ethical research</p>	<p>1. Research methodology basics 2. Literature review 3. Framework development 4. Research design 5. Ethics 6. Report writing</p>	<p>Lecture, Structured Assignment, Oral Presentation</p>	<p>Article Review 20%, Proposal Presentation 80%</p>	<p>Presentation rubric, Article critique rubric</p>	
			<p>Skill S1 : Able to increase the quantity and quality of basic, clinical and field research and have the motivation to develop their learning experience so that they can reach higher academic levels.</p>	<p>CMO-S1.1: Conduct high-quality basic, clinical, and field research with the motivation to enhance academic achievement and lifelong learning. CMO-S1.2: Continuously seek to improve research quality and learning experiences to support academic progression.</p>	<p>Able to formulate research questions, hypotheses, and conduct ethical research</p>	<p>1. Research methodology basics 2. Literature review 3. Framework development 4. Research design 5. Ethics 6. Report writing</p>	<p>Lecture, Structured Assignment, Oral Presentation</p>	<p>Article Review 20%, Proposal Presentation 80%</p>	<p>Presentation rubric, Article critique rubric</p>	

			Competence C1 : Able to improve professional services through research and development and able to organise procedures and stages of research in the field of health	CMO-C1.1: Improve the quality of professional health services through research and innovation. CMO-C1.2: Plan, organize, and implement all stages of health-related research effectively and ethically.	Able to formulate research questions, hypotheses, and conduct ethical research	1. Research methodology basics 2. Literature review 3. Framework development 4. Research design 5. Ethics 6. Report writing	Lecture, Structured Assignment, Oral Presentation	Article Review 20%, Proposal Presentation 80%	Presentation rubric, Article critique rubric	
5	MODULE 5. BIOSTATISTIC AND COMPUTER STATISTICS	1	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	CMO-K1.1: Explain theoretical principles and clinical concepts relevant to women's reproductive health in both individual and community settings. CMO-K1.2: Apply medical and surgical knowledge with professionalism and integrity to prevent, diagnose, and treat gynecologic and obstetric conditions.	Student demonstrates knowledge and clinical judgement in prevention, diagnosis, and treatment of reproductive disorders.	Anatomy and physiology of female reproduction, gynecological conditions, diagnostic and treatment methods	Lectures, simulation-based learning, group case discussion	Written test, case-based quiz	Conceptual understanding, clinical relevance, integrity in clinical decision-making	Compulsory: 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 Publisher. 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. Additional: 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 provided by the instructor
			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	CMO-C1.1: Manage obstetric and gynecologic cases using evidence-based medical practices that align with the student's level of clinical competence. CMO-C1.2: Demonstrate effective communication and interprofessional collaboration to enhance the quality of reproductive healthcare services for women.	Student demonstrates competent, ethical, and collaborative care during simulations and practice.	Evidence-based obstetric care, interprofessional collaboration, communication in clinical settings	Role play, clinical rounds, interprofessional group work	OSCE, peer evaluation, structured reflective log	Technical skill, EBM application, communication effectiveness	

6.	MODULE 6. IMMUNOLOGICAL MEDICINE	1	Knowledge K1 : Able to understand and explain basic knowledge including genetics, molecular biology, histology	CMO 1: Understand and explain the foundational principles of genetics, molecular biology, and histology as they relate to human health and disease.	Demonstrate understanding of immune mechanisms and apply them in clinical and scientific contexts.	1. Cells and Tissues in the Immune System 2. Innate Immunity 3. Antigens, Antibodies and Complement 4. Cytokines, Immune Receptors and Signal Transduction	Lecture, Structured Assignment, Private Study	MCQ (70%), Oral Presentation (30%)	Knowledge Mastery, Scientific Reasoning	Compulsory: 1. Abbul K Abbas & Andrew H. Litchman: Cellular and Molecular Immunology Eight Edition 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 Additional: 3. Abbas AK, Lichtman AH. Basic Immunology. 4th Ed. Philadelphia: WB Saunders Company, 2012.
			Knowledge K2 : Able to understand and explain the knowledge of disease pathogenesis from organ to cellular level, which includes pathobiology, organ pathology, cellular and subcellular pathology	CMO 2: Describe the pathogenesis of diseases from the organ level down to the cellular and subcellular levels, including mechanisms in pathobiology, organ pathology, and cellular pathology.	Describes the progression of disease by linking organ-level dysfunction to cellular and molecular pathological mechanisms.	1. Adaptive Immunity 2. Lymphocyte Development 3. T/B Cell Activation and Effector Mechanisms	Lecture, Structured Assignment, Private Study	MCQ (70%), Oral Presentation (30%)	Knowledge Mastery, Scientific Reasoning	
			Skill S1 : 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 rules, procedures, and ethics. scientific writing in the form of a thesis published in an accredited scientific journal	CMO 3: Apply logical, critical, and creative thinking to develop and conduct scientific research or design-based projects.	Formulates research questions and applies logical, critical, and creative reasoning to design and implement a scientific or clinical study.	1. Reproductive and Tumor Immunology	Lecture, Structured Assignment, Private Study	Oral Presentation (30%)	Knowledge Mastery, Scientific Reasoning, Presentation Skills, Clinical Application	
			Competence C1 : Able to able to apply immunology in diagnosing disease and its treatment	CMO 4: Apply immunological principles to accurately diagnose diseases and guide treatment planning in clinical practice.	Interprets immunological test results (e.g., antibody levels, antigen detection) to support clinical diagnosis and determine appropriate treatment strategies	1. Transplant, Tolerance, Allergy, and Immunodeficiency 2. Immunological Techniques and Updates	Lecture, Structured Assignment, Private Study	Oral Presentation (30%)	Presentation Skills, Clinical Application	
		1	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	CMO 1: Uphold the professional practice of medicine in accordance with the values and principles of divinity, noble morals, ethics, discipline, law and social culture.	Able to explain physiological processes in pregnancy, labor, and postpartum, including antenatal care and fetal development	1. Anatomy, Histology & Physiology of Reproductive Organs	Lecture, Fieldwork, Case Discussion, Structured Assignment, Private Study	MSF 10%	MCQ scoring rubric, DOPS form, CBD scoring sheet, Portfolio assessment criteria	Compulsory : 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. Additional : 2. Sukarya WS.

7	MODULE 7. OBSTETRIC PHYSIOLOGY		Knowledge K2: To think in order to 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	CMO 2: Practising medicine by realising limitations, overcoming personal problems, developing oneself, following refreshment and continuous knowledge improvement and developing knowledge for patient safety	Demonstrates awareness of personal limitations and actively engages in continuous learning to improve clinical competence and ensure patient safety.	1. Pre-Conception Counseling	Lecture, Fieldwork, Case Discussion, Structured Assignment, Private Study	MCQ theory exam 20%, Portfolio 5%	MCQ scoring rubric, DOPS form, CBD scoring sheet, Portfolio assessment criteria	Midwifery Science. 4th ed. Jakarta: PT Bina Pustaka Sarwono Prawirohardjo; 2014.
			Skill S1: To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results of their studies in the form of theses that are published in accredited scientific journals	CMO 3: Apply physiological changes and development of pregnant women in prophylaxis, therapy, and obstetric applications	Integrates knowledge of maternal physiological changes to select appropriate prophylactic measures, therapeutic interventions, and obstetric procedures.	1. Pregnancy Physiology	Lecture, Fieldwork, Case Discussion, Structured Assignment, Private Study	MCQ 20%	MCQ scoring rubric, DOPS form, CBD scoring sheet, Portfolio assessment criteria	
			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	CMO 4: Apply the latest basic and clinical medical sciences to manage health problems holistically and comprehensively and apply humanities, community medicine and family medicine to the management of health problems holistically and comprehensively	Integrates up-to-date biomedical and clinical knowledge with principles of humanities and family medicine to formulate comprehensive and patient-centered health management plans.	1. Placental Development 2. Embryogenesis	Lecture, Fieldwork, Case Discussion, Structured Assignment, Private Study	Portfolio 5%	MCQ scoring rubric, DOPS form, CBD scoring sheet, Portfolio assessment criteria	
			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	CMO 5: 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 (universal precaution)	Performs clinical procedures within authorized scope while consistently applying patient safety principles and universal precautions to prevent harm to self, patients, and healthcare team.	1. Basic ANC	Lecture, Fieldwork, Case Discussion, Structured Assignment, Private Study	DOPS 10%	MCQ scoring rubric, DOPS form, CBD scoring sheet, Portfolio assessment criteria	

			Competence C2: To be able to identify and manage reproductive health problems in communities using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with the community conditions	CMO 6: Manage individual, family and community health problems in a comprehensive, holistic, coordinative, collaborative and sustainable manner in the context of primary health care	Demonstrates the ability to develop and implement integrated health management plans for individuals, families, and communities based on primary health care principles	1. Physiology of Labor	Lecture, Fieldwork, Case Discussion, Structured Assignment, Private Study	Case Based Obstetrics C2 Discussion 10%	MCQ scoring rubric, DOPS form, CBD scoring sheet, Portfolio assessment criteria	
			Competence C3: To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being responsive of providing information and resources to individuals to improve reproductive health services to the needs of various societies	CMO 7: Develop and apply knowledge and connect basic obstetric science in individual, family, and community health applications	Applies principles of basic obstetric science to analyze and address health issues at individual, family, and community levels	1. Puerperium Physiology	Lecture, Fieldwork, Case Discussion, Structured Assignment, Private Study	MCQ 10% DOPS 10%	MCQ scoring rubric, DOPS form, CBD scoring sheet, Portfolio assessment criteria	
8.	MODULE 8. BASIC OBSTETRICS & GYNAECOLOGY	1	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	CMO 1 : Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture.	Able to describe anatomical, hormonal, and ethical concepts related to obstetrics and gynaecology practice	1. Anatomy of birth canal 2. Pelvic structure 3. Reproductive organ topography 4. Hormonal axis 5. Pregnancy physiology 6. Biomolecular concepts 7. Teratogenic drugs 8. Neoplasia 9. Maternal/perinatal audit 10. Indonesian reproductive health 11. Bioethics	Lecture, Structured Assignment, Fieldwork, Private Study	MSF 10%	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	Compulsory: 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, Seii E. Spheroff's Clinical Gynaecologic Endocrinology and Infertility. 9th. Ed. Philadelphia; Wolters Kluwer. 3. Hoffman BL, Schorge JO, Bradshaw KD, et al. Williams Gynaecology. 3thed. United States. McGraw-Hill Education 4. Rock JA, Jones HW. TeLinde's Operative Gynaecology. 12thed. Philadelphia; Wolters Kluwer. 2019
			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	CMO 2 : Mastering the theoretical concepts of science regarding the structure of the pelvic floor	Describes the anatomical components, innervation, and functional roles of the pelvic floor in supporting pelvic organs.	1. Anatomy of birth canal 2. Pungul structure 3. Reproductive organ topography	Lecture, Structured Assignment, Fieldwork, Private Study	MCQ 1 (20%)	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	

			<p>Knowledge K2: To think in order to 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</p>	<p>CMO 3 :Applying basic obstetric knowledge of topography of the reproductive organs in medical practice on an ongoing basis</p>	<p>Demonstrates accurate application of reproductive organ anatomy to clinical obstetric procedures and decision-making.</p>	<p>1. Biomolecular concepts 2. Teratogenic drugs 3. Neoplasia</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>MCQ 2 (15%)</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>	<p>5. Berek JS. Berek & Novak's Gynaecology. 16th.ed. Philadelphia. Wolters Kluwer.2019 6. Bennet P, Williamson C. Basic Science in Obstetrics and Gynaecology. 4th.ed. 2010. Churchill Livingstone. Additional: 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</p>
			<p>Skill S1: To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results of their studies in the form of theses that are published in accredited scientific journals</p>	<p>CMO 4 :Rationalizing and interpreting basic obstetrics and gynecology in individual, family and community Health</p>	<p>Applies basic obstetric and gynecologic knowledge to assess and interpret clinical conditions in individual, family, and community health settings</p>	<p>1. Indonesian reproductive health</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>CBD (15%)</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>	
			<p>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</p>	<p>CMO 5 : Applying continuity between the mechanism of action of reproductive hormones in the management of fertility problems and obstetrics and gynecology endocrinology</p>	<p>Able to describe hormonal related to obstetrics and gynaecology practice</p>	<p>1. Reproductive organ topography 2. Hormonal axis 3. Biomolecular concepts</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>DOPS (10%)</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>	
			<p>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</p>	<p>CMO 6 : Applying clinical procedures according to their authority related to the physiology of pregnancy, biomolecular principles, and teratogenicity in reproductive health problems</p>	<p>Selects and applies appropriate hormonal therapies based on the understanding of reproductive hormone mechanisms to manage fertility and endocrine disorders in obstetrics and gynecology.</p>	<p>1. Indonesian reproductive health 5. Pregnancy physiology</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>DOPS 1 (7.5%)</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>	

			Competence C2: To be able to identify and manage reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs	CMO 7 :Projecting public health in the context of preparing maternal and perinatal audits	Identifies key public health indicators and integrates maternal and perinatal audit data to propose evidence-based interventions	1. Maternal/perinatal audit	Lecture, Structured Assignment, Fieldwork, Private Study	OSCE 2 (7.5%)	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	
			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	CMO 8 : Developing and applying knowledge and linking basic obstetrics to the basics of humanities ethics	Demonstrates the ability to integrate basic obstetric concepts with ethical principles and humanistic values in clinical decision- making.	1. Bioethics	Lecture, Structured Assignment, Fieldwork, Private Study	MCQ (15%)	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	
9	MODULE 9. PATHOLOGICAL OBSTETRICS	2	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	CMO 1: Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socio-culture	Able to manage pregnancy with complications such as hemorrhage, trauma, labor disorders	Critical care & trauma	Lecture, Structured Assignment, Fieldwork, Private Study	MSF 10%	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	Compulsory: 1. Garry C. Gilstarp III, MD, Susan M. Cox, MD, Alvin L Brekken, MD, F. Gary Cunningham. Williams Obstetrics 23rd ed, MD, Prentice- Hall International, Inc, 2016, United States of America 2. Creasy RK, Resnik R, Saunders. Maternal-Fetal Medicine, Principles and Practice, 5th ed, 2017, Philadelphia Additional: 3. Queenan JT. Management of High-Risk Pregnancy. Blackwell Scientific Publications, 2013, Boston
			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;	CMO 2: Describe basic evidence-based science in obstetric pathology	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.	Pathological labor & operative delivery	Lecture, Structured Assignment, Fieldwork, Private Study	MCQ theory exam 20%	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	
			Knowledge K2 : To think in order to 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	CMO 2: Describe basic evidence-based science in obstetric pathology	Apply knowledge of national health policies and legal frameworks in decision-making related to obstetrics and gynaecology.	Induction & Caesarean Section	Lecture, Structured Assignment, Fieldwork, Private Study	MCQ theory exam 20%	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	

		<p>Skill: S1 : To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results of their studies in the form of theses that are published in accredited scientific journals;</p>	<p>CMO 3: Apply differential diagnosis and diagnosis in application development of clinical findings in solving reproductive health problems through multidisciplinary application</p>	<p>Apply logical, critical, and creative thinking in developing research frameworks and methodologies.</p>	<p>Twin pregnancy</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>MCQ theory exam 20%</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>
		<p>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.</p>	<p>CMO 4: Implementing continuity between effective communication skills in the practice of interprofessional collaboration needed in improving the quality of women's reproductive health services</p>	<p>To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results</p>	<p>Hematologic & infectious diseases</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>Portfolio 15%</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>
		<p>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;</p>	<p>CMO 5: Classify and modify management based on clinical findings in the application of obstetric pathology</p>	<p>Apply principles of evidence-based medicine (EBM) in diagnosing and managing women's reproductive health conditions</p>	<p>Hemorrhage</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>Case Based Discussion 15%</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>
		<p>Competence C2 : To be able to identify and manage reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs</p>	<p>CMO 6: Summarizing and concluding the management of obstetric gynecological pathology cases and ethical principles based on information technology</p>	<p>Develop and apply preventive strategies tailored to local reproductive health needs and risk factors.</p>	<p>Hypertension, endocrine, heart disease</p>	<p>Lecture, Structured Assignment, Fieldwork, Private Study</p>	<p>DOPS 20%</p>	<p>DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric</p>

			Competence C3 : 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	CMO 7: Summarizing and concluding the management of obstetric gynecological pathology cases and ethical principles based on information technology	Apply ethical principles (autonomy, beneficence, non- malfeasance, justice) in clinical decision- making and reproductive healthcare practice.	Preterm/postterm/IUG R Obesity	Lecture, Structured Assignment, Fieldwork, Private Study	DOPS 20%	DOPS forms, MCQ score sheet, CBD checklist, Portfolio rubric	
10	MODULE 10. FETOMATERNAL I	2	Attitude: A1 : 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	CMO1: Student is able Upholding medical practice, education in accordance with the values and principles of divinity, noble morals, ethics, discipline, law and endid culture.	Demonstrates the ability to reflect on clinical decision- making by accurately summarizing obstetric and gynecological pathology cases	1. Ultrasound & BPP	Lecture, Discussion, Journal Review, SDL, Bedside Teaching, Morning Report	MSF 5 %	Journal rubric, DOPS form, OSCE station scores, Mini- CEX rubric	Compulsory : 1. Garry C. Gilstarp III, MD., Susan M. Cox, MD., Alvin L Brekken, MD, F. Gary Cunningham. Williams Obstetrics 23rd ed, MD, Prentice- Hall International, Inc, 2016, United States of America Additional : 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
			Knowledge: K1: Mastering theoretical concepts and obsteric 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	CMO 2: Students are able Describing evidence-based basic knowledge in fetomaternal	Accurately describe the principles of prenatal screening, diagnosis, and monitoring, using evidence-based approaches.	1. CTG & invasive testing 2. Genetic Screening	Lecture, Discussion, Journal Review, SDL, Bedside Teaching, Morning Report	Referat 15 %, Journal 15 %, MCQ 10 % CBD 5 %	Journal rubric, DOPS form, OSCE station scores, Mini- CEX rubric	
			Knowledge K2: 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	CMO 3: Students are ableDescribing evidence-based basic knowledge in fetomaternal	Identify and explain the physiological and pathological processes related to fetomaternal development, based on current scientific evidence.	1. Infections in pregnancy 2. Minor disorders	Lecture, Discussion, Journal Review, SDL, Bedside Teaching, Morning Report	Referat 15 %, Journal 15 %, MCQ 10 % CBD 5 %	Journal rubric, DOPS form, OSCE station scores, Mini- CEX rubric	
			Skills S2: 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	CMO 4 : Students are ableApplying diagnosis and differential diagnosis in application development of clinical findings in solving maternal fetal problems through multidisciplinary applications	Accurately identifies maternal-fetal clinical problems based on patient history, physical examination, and investigative findings.	1. Hypertension	Lecture, Discussion, Journal Review, SDL, Bedside Teaching, Morning Report	DOPS 10% OSCE 10%	Journal rubric, DOPS form, OSCE station scores, Mini- CEX rubric	

			Competence C2: 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	CMO 5 : Students are able to Classify and modify treatments based on clinical findings in the application of pathology	Identifies and classifies pathological findings accurately from clinical, laboratory, and imaging data relevant to obstetrics and gynecology cases.	1. Postterm	Lecture, Discussion, Journal Review, SDL, Bedside Teaching, Morning Report	10% DOPS Test	Journal rubric, DOPS form, OSCE station scores, Mini- CEX rubric	
			Competence C3: Build commitment to carry out professional responsibilities, compliance with ethical principles (autonomy, beneficence, justice, and non-maleficence), and be sensitive to diverse community conditions	CMO 6 : Students are able to Summarizes and concludes the management of maternal fetal pathology cases and ethical principles based on information technology	Accurately identifies and summarizes key clinical features of maternal and fetal pathology cases using evidence-based information.	1. Anemia, Asthma, Epilepsy	Lecture, Discussion, Journal Review, SDL, Bedside Teaching, Morning Report	Mini CEX 10%	Journal rubric, DOPS form, OSCE station scores, Mini- CEX rubric	
11	MODULE 11. FAMILY PLANNING	2	Attitude: A1 : Uphold professional medical practice in accordance with divine values and principles, noble morals, ethics, discipline, law and socioculture.	CMO 1: To foster the development of professional medical practices among students, emphasizing adherence to divine values, noble morals, ethics, discipline, law, and sociocultural principles, to ensure holistic and culturally sensitive care in all medical practices	Student demonstrates professional and ethical behavior during family planning counseling sessions.	Medical ethics, professionalism, sociocultural aspects of reproductive health	Case study discussion, role play, reflective writing	Multi-Source Feedback, Reflective Portfolio	Professionalism rubric, Reflective writing rubric	Compulsory : 1. Family Planning, A Global Handbook For Provider, WHO, 2018. 2. Practical Steps for Essential Reproductive Health and Sexuality Services. Authors: Djajadilaga, Saifuddin AB, Daili SF, Wratsangka R, Mohamad K, Djauzi S. Ministry of Health, 2005. 3. Practical Guide to Contraceptive Services. Editors: Saifuddin AB, Affandi B, Lu ER. Bina Pustaka Sarwono Prawirohardjo Foundation, in collaboration with JNPKKR/POGI, BKKBN, Ministry of Health and JHPIEGO/STARH Program. Jakarta, 2003. 4. Clifford R.W. Fallopian tube sterilisation. In Atlas of pelvic surgery, Williams & Wilkins 1997: 314-315. Additional : 5. Contraceptive Technology Update (CTU) Training. Participant Handbook. Adriaansz G, Waspodo D, Hadijono S, Madjid OA, Tobing C, Soekir S. JNPK-KR, STARH. National Network for Reproductive Health
			Knowledge: K2 : Describe basic evidence-based science in family planning applications	CMO 2: To provide students with a deep understanding of basic evidence-based science in the context of family planning applications, equipping them with the knowledge to make informed decisions based on the latest scientific evidence and clinical guidelines.	Student accurately explains various contraceptive methods based on evidence-based medical knowledge.	Scientific principles and evidence-based practice in family planning	Lecture, journal review, group discussion	MCQ, Literature Summary Assignment	Scientific accuracy rubric, MCQ scoring guide	
			Skills S2: Implementing continuity between effective communication skills in the practice of interprofessional collaboration needed in improving the quality of health services regarding Family Planning	CMO 3: To enhance students' communication skills, emphasizing the continuity of effective communication within interprofessional collaboration, thereby improving the quality of health services related to family planning and fostering positive patient and community interactions.	Student effectively communicates in interprofessional discussions about family planning services.	Communication techniques in interprofessional healthcare settings	Role-play, peer feedback, small group simulation	DOPS, Peer Assessment, Communication Checklist	Communication skills rubric, Peer feedback rubric	

			Competence C1: Classify and modify management based on clinical findings in the application of contraception	CMO 4: To develop students' ability to classify and adapt management strategies based on clinical findings in the context of contraception, ensuring that students can adjust and personalize treatment plans according to individual patient needs.	Student selects and modifies contraceptive methods based on clinical patient findings.	Clinical decision-making and management of contraceptive methods	Bedside teaching, problem-based learning, clinical case review	CBD, OSCE	Clinical skills rubric (CBD/OSCE)	Reproductive Health Training. Jakarta. 2003. 6. Wiknjosastro H.I. Kebidanan, Yayasan Bina Pustaka Sarwono Prawirohardjo, Jakarta, ed. III, 2010. 7. Telinde's Mattingly R.F : Operative Gynecology, J.B. Lippincott Company, Philadelphia. Toronto, 1977. 8. Pritchard, MacDonald : William's Obstetrics. Appleton-Century-
			Competence C2: Applying the use of contraception in the community using a holistic approach according to community needs	CMO 5: To enable students to apply contraception methods in community settings using a holistic approach, ensuring that contraceptive solutions are tailored to meet the specific needs and preferences of diverse communities.	Student applies contraceptive options according to the social and cultural context of the community.	Community-based contraception and holistic reproductive healthcare	Community fieldwork, focus group discussion	Field Report, Group Presentation	Community engagement rubric, Presentation rubric	
			Competence C3: Summarize and conclude the management of contraceptive use and ethical principles based on information technology	CMO 6: To cultivate the ability in students to critically evaluate and summarize the management of contraceptive use, incorporating ethical principles and utilizing information technology for decision-making and effective patient education in the field of family planning.	Student summarizes family planning strategies using information technology and ethical principles.	Use of IT tools and ethical frameworks in contraceptive decision-making	Literature review, e-learning module, seminar presentation	OSCE, Ethical Case Analysis	Ethical reasoning rubric, OSCE rubric	
		2	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;	CMO 1: Pious to God Almighty, religious, civilized, upholding human values, ethical, independent, and contributing to improving the quality of community life in the field of medicine and health	Student demonstrates professional and ethical behavior during family planning counseling sessions.	Medical ethics, professionalism, sociocultural aspects of reproductive health	Case study discussion, role play, reflective writing	Multi-Source Feedback, Reflective Portfolio	Professionalism rubric, Reflective writing rubric	Compulsory : 1. Garry C. Gilstarp III, MD, Susan M. Cox, MD, Alvin L Brekken, MD, F. Gary Cunningham. Williams Obstetrics 23rd Additional : 2. Reference Book on Normal Childbirth Care, National Network for Reproductive Health Clinic Training
			Knowledge: K1 : To demonstrate theoretical concepts and skills in individual and community, using medical and surgical sciences with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;	CMO 2: Master the theoretical concepts and skills of obstetrics and gynaecology, medicine and surgery to prevent, diagnose and manage conditions related to women's reproductive health both individually and in the community.	Student accurately explains various contraceptive methods based on evidence-based medical knowledge.	Scientific principles and evidence-based practice in family planning	Lecture, journal review, group discussion	MCQ, Literature Summary Assignment	Scientific accuracy rubric, MCQ scoring guide	

12	MODULE 12. NORMAL MATERNITY CARE COURSE	<p>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.</p>	<p>CMO 3: Mastering the concept of scientific thinking so as to be able to analyse and solve national reproductive health problems through an inter or multidisciplinary approach</p>	<p>Student effectively communicates in interprofessional discussions about family planning services.</p>	<p>Scientific principles and evidence-based practice in family planning Communication techniques in interprofessional healthcare settings</p>	<p>Role-play, peer feedback, small group simulation</p>	<p>DOPS, Peer Assessment, Communication Checklist</p>	<p>Communication skills rubric, Peer feedback rubric</p>
		<p>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;</p>	<p>CMO 4: 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</p>	<p>Student selects and modifies contraceptive methods based on clinical patient findings.</p>	<p>Communication techniques in interprofessional healthcare settings Clinical decision-making and management of contraceptive methods</p>	<p>Bedside teaching, problem-based learning, clinical case review</p>	<p>CBD, OSCE</p>	<p>Clinical skills rubric (CBD/OSCE)</p>
		<p>Competence C2 : To be able to identify and manage reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs</p>	<p>CMO 5: 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</p>	<p>Student applies contraceptive options according to the social and cultural context of the community.</p>	<p>Clinical decision-making and management of contraceptive methods Community-based contraception and holistic reproductive healthcare</p>	<p>Community fieldwork, focus group discussion</p>	<p>Field Report, Group Presentation</p>	<p>Community engagement rubric, Presentation rubric</p>
		<p>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.</p>	<p>CMO 6: Apply effective communication skills in the practice of interprofessional collaboration needed to improve the quality of women's reproductive health services</p>	<p>Student summarizes family planning strategies using information technology and ethical principles.</p>	<p>Use of IT tools and ethical frameworks in contraceptive decision-making</p>	<p>Literature review, e-learning module, seminar presentation</p>	<p>OSCE, Ethical Case Analysis</p>	<p>Ethical reasoning rubric, OSCE rubric</p>

13	MODULE 13. BASIC SURGICAL SKILL	2	<p>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;</p>	<p>CMO-A1.1: Exhibit piety, professionalism, and ethical conduct in academic and clinical settings while upholding human dignity and contributing to health and well-being CMO-A1.2: Demonstrate independence, responsibility, and moral integrity in addressing women's health issues within medical and community contexts</p>	<p>Demonstrates ethical conduct, professionalism, and religious commitment in surgical practice</p>	<p>Ethics in Obstetric and Gynecological Surgery</p>	<p>Lecture, Bedside Teaching, Discussion</p>	<p>Multi Source Feedback</p>	<p>Ethics and professionalis m rubric</p>	<p>Compulsory : 1. Berek JS. Novak's Gynecology. William Wilkins, 15 th Ed. Baltimore, 2012 2. Rock JA, Thompson JD. Te Linde's Operative Gynecology, 10 th Ed. Philadelphia, 2008 Additional : 3. Basic Obstetrics and Gynaecology Surgical Skills Training Module. Indonesian College of Obstetrics and Gynaecology, Jakarta, 2008.</p>
			<p>Knowledge: K1 : To demonstrate theoretical concepts and skills in individual and community, using medical and surgical sciences with integrity to prevent, diagnose, and treat conditions related to women's reproductive health</p>	<p>CMO-K1.1: Apply theoretical and clinical knowledge in medicine and surgery to prevent, diagnose, and treat conditions affecting women's reproductive health with professionalism and integrity CMO-K1.2: Demonstrate understanding of individual and public health concepts relevant to reproductive health, applying them in both clinical and community-based settings</p>	<p>Demonstrates knowledge of surgical instruments, techniques, and sterile practices</p>	<p>Surgical Tools, Techniques, and Infection Prevention</p>	<p>Lecture, Structured Assignment, Private Study</p>	<p>MCQ, Case Based Discussion</p>	<p>Knowledge assessment rubric</p>	
			<p>Skill S1 : To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results of their studies in the form of theses that are published in accredited scientific journals;</p>	<p>CMO-S1.1: Utilize logical, critical, systematic, and creative thinking in designing and conducting scientific research related to women's health. CMO-S1.2: Formulate and present scientific findings in the form of theses or publications that meet academic standards and ethical research practices.</p>	<p>Demonstrates logical, critical, and creative thinking in research and surgical technique formulation</p>	<p>Research and Critical Thinking in Surgery</p>	<p>Self-directed Learning, Case Analysis, Scientific Presentation</p>	<p>Mini Paper, Scientific Presentation</p>	<p>Scientific reasoning and presentation rubric</p>	

			<p>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;</p>	<p>CMO-C1.1: Provide competent, evidence-based medical care in obstetrics and gynecology appropriate to the student's training level. CMO-C1.2: Demonstrate effective communication and interprofessional collaboration to enhance the quality of reproductive healthcare services for women.</p>	<p>Able to perform procedures such as suturing, episiotomy, and hemostasis safely</p>	<p>Practical Skills in Minor Gynecological Surgery</p>	<p>Practice, Bedside Teaching, Demonstration</p>	<p>DOPS, OSCE</p>	<p>Clinical skills rubric</p>	
		3	<p>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</p>	<p>CMO 1: To develop students' ability to contribute meaningfully to society through medical practice that is rooted in faith, religion, ethics, and human values, fostering the improvement of people's lives through ethical, independent, and responsible healthcare practices.</p>	<p>Displays professionalism, ethics, and empathy in maternal-fetal care context</p>	<p>Pregnancy complications and ethical considerations</p>	<p>Discussion, Lecture, Bedside Teaching</p>	<p>Multi-Source Feedback, OSCE</p>	<p>Professionalism and attitude rubric</p>	<p>Compulsory : 1. Creasy RK, Resnik R, Iams JD. Maternal – Fetal Medicine : Principles and Practice. 8th ed. 2019. Elsevier. 2. Queenan JT, Spong CY, Lockwood CJ. Protocol 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. 6th 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.</p>
			<p>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</p>	<p>CMO 2 : To equip students with the knowledge of theoretical concepts in obstetrics and gynecology, enabling them to apply medical and surgical skills with integrity to prevent, diagnose, and treat reproductive health conditions in both individual and community settings</p>	<p>Able to analyze high-risk pregnancies using multidisciplinary and IT-based approach</p>	<p>Obstetric Ultrasound, Cardiotocography, Fetal Syndromes</p>	<p>Journal Reading, Literature Review, Clinical Conference</p>	<p>Literature Review, Journal, MCQ</p>	<p>Knowledge and analysis rubric</p>	

**MODULE 14.
FETOMATERNAL II**

<p>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</p>	<p>CMO 3 : To enhance students' critical thinking and analytical skills in solving reproductive health problems, applying interdisciplinary and multidisciplinary approaches, and utilizing information technology methods to advance knowledge, skills, and technology in obstetrics and gynecology.</p>	<p>Able to analyze high-risk pregnancies using multidisciplinary and IT-based approach</p>	<p>Obstetric Ultrasound, Cardiotocography, Fetal Syndromes</p>	<p>Journal Reading, Literature Review, Clinical Conference</p>	<p>Literature Review, Journal, MCQ</p>	<p>Knowledge and analysis rubric</p>	<p>2006. 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. Additional : 8. Fetal Medicine, Basic Science and Clinical Practice, Charles H Rodeek, Martin J Whittle, Churchill Livingstone, 2006, London.. 9. Cunningham FG, Leveno KJ, Bloom SL, Hauth JC, Gilstrap III L, Wenstrom KD. 2018. Williams Obstetrics. 25nd ed. New York: McGraw- Hill Medical. 10. Chandrharan E. Handbook of CTG Interpretation: From Patterns to Physiology. 2017. Cambridge University 11. Fetal Heart Rate Monitoring, Second Edition, Roger K Freeman, MD., Thomas J Garite, MD., Michael P. Nageotte, MD, William & Wilkins, 2013, Baltimore, Maryland. 12. CTG made easy, Gauge M Susan, Blackwell Scientific Publications, 2011, Boston 13. PNPk Preeklamsia. POGI 2016 14. HKFM. 2012. Obstetric Case Management Guidebook. Jakarta: Palawa Sari Printing House.</p>
<p>Skills S1: To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific concepti</p>	<p>CMO 4 : To foster logical, critical, systematic, and creative thinking skills in students through scientific research and design creation, enabling them to formulate scientific conceptions that contribute to the development of the field.</p>	<p>Demonstrates research logic, systematic thinking, and clinical synthesis</p>	<p>Research in Maternal-Fetal Health</p>	<p>Self-Directed Learning, Discussion, Case-Based</p>	<p>Mini Cex, Case-Based Discussion</p>	<p>Scientific reasoning rubric</p>	
<p>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</p>	<p>CMO 5 : 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</p>	<p>Applies evidence-based care and communicates across disciplines</p>	<p>Comprehensive management of maternal-fetal complications</p>	<p>Clinical Conference, Bedside Teaching, Case Study</p>	<p>DOPS, OSCE, MCQ</p>	<p>Clinical management and teamwork rubric</p>	
<p>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</p>	<p>CMO 6 : To enable students to identify and manage reproductive health problems in the community, applying a holistic approach (including motivational, preventive, curative, and rehabilitative care) that aligns with the needs and conditions of various communities</p>	<p>Applies evidence-based care and communicates across disciplines</p>	<p>Comprehensive management of maternal-fetal complications</p>	<p>Clinical Conference, Bedside Teaching, Case Study</p>	<p>DOPS, OSCE, MCQ</p>	<p>Clinical management and teamwork rubric</p>	

			Competence C3: 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	CMO 7 : To guide students in demonstrating professional responsibility by adhering to ethical principles (autonomy, beneficence, justice, and non- malfeasance), while being sensitive to providing information and recommendations that improve reproductive health services according to the needs of diverse societies	Able to apply motivational, preventive, curative, and rehabilitative actions aligned with community needs	Community-Based Reproductive Health Approach	Clinical Conference, Bedside Teaching, Community Simulation	OSCE, DOPS, Mini Cex	Holistic care rubric	
		3	Attitude: S1 : 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	CMO 1 : To cultivate in students a deep sense of religious faith and moral responsibility, emphasizing the importance of ethics, human values, and social contributions in their professional roles, thereby enhancing the quality of life in society, the nation, and the state	Demonstrate religious and ethical behavior in clinical gynecological practice	Ethics in Gynecological Practice	Lecture, Discussion, Bedside Teaching	Multi Source Feedback	Ethics and attitude rubric	Compulsory : 1. Berek JS, Berek and Novak's Gynecology, edisi 15.2012. Lippincott Williams & Wilkkins. USA 2. Leon Speroff, Robert H. Glass. Nathan G. Kase. 2011. Clinical Gynecologic Endocrinology And Infertility. Eighth Edition. United States Of America.
			Knowledge: K1 : 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	CMO 2 : To ensure students master the theoretical concepts of obstetrics and gynecology, equipping them with the knowledge necessary to solve problems related to these fields within community settings, applying this knowledge to real- world scenarios.	Demonstrates understanding of anatomy, pathology, and surgical indications	Vulvar, Vaginal, Uterine Anatomy and Pathology	Lecture, Self- directed Learning, Discussion	MCQ, Case Based Discussion	Knowledge assessment rubric	3. Handa Victoria L, Te Linde's Operative Gynecology, edisi 12 .2019. Philadelphia: Wolters Kluwer. 4. DiSaia Philip J, Creasman William T. Clinical Gynecologic Oncology. Edisi 9.2018. Elsevier Health Sciences. 5.Baggish Michael, Karram Mickey. Atlas of pelvic Anatomy and

15	MODULE 15. MINOR GYNAECOLOGY SURGERY		Skills S1: 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	CMO 3 : To develop students' ability to think logically, critically, and systematically, enhancing their creative and scientific thinking through research and the creation of works that align with professional standards and contribute to the scientific community, including publications in accredited scientific journals.	Able to critically analyze clinical cases and present scientific work	Research, Case Analysis, Scientific Reporting	Self-directed Learning, Discussion	Mini Paper, Presentation	Scientific reasoning and communication rubric	Gynecology Surgery. Edisi 4. 2015. Elsevier Health Sciences. Additional : 6.Kurman R.J, Herrington CS, Young RH. Classification of Tumours of Female Reproductive Organs. Edisi 6.2014. International Agency for Research on Cancer (IARC). 7.Aziz FM, Andrijono, Saifuddin AB. Buku Acuan Onkologi Gynaecology ,Edisi 1. 2010. PT Pustaka Sarwono Prawiroharjo. 8.Activity Book of Oncology Stase Education for Specialist I Obsteri and Gynecology Department of Obstetrics and Gynecology. Faculty of Medicine, Hasanuddin University. 2014
			Competence C1: Handle every obstetric and gynecological case with high professional ability through an evidence-based medicine approach.	CMO 4 : To enable students to handle every obstetrics and gynecology case with high professional capability, using an evidence-based medicine approach, ensuring that their practice aligns with the latest research and clinical guidelines to provide optimal patient care.	Able to perform procedures like marsupialization, D&C, cervical polyp extirpation	Surgical Techniques in Minor Gynecologic Surgery	Lecture, Bedside Teaching, Practice	DOPS, OSCE, MCQ	Clinical skill rubric	
		3	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;	CMO 1: To cultivate in students a faithful, ethical, and civilized character, enabling them to uphold human values, demonstrate independence, and contribute to improving the quality of life in medicine and health.	Demonstrate understanding and skills in managing emergency obstetric and neonatal cases.	1. Maternal and Infant Mortality Surveillance 2. Regional Perinatal Care 3. Clinical Risk Management 4. Medical Emergencies 5. Obstetric Analgesia and Anesthesia 6. Partograph 7. Abnormal Labor 8. Preterm Labor 9. Cesarean Section 10. Hypertension in Pregnancy 11. Hemorrhage in Pregnancy and Labor 12. Intrapartum and Postpartum Infections and Sepsis	Lectures, Practice, Structured Assignment, Private Study, Fieldwork	MCQ, DOPS, OSCE, Case- Based Discussion (CBD), Multi-Source Feedback	Attendance, Participation, Skills Assessment, Written Exam, Clinical Performance	Compulsory: 1. Paket Pelatihan Pelayanan Obstetri dan Neonatal Emergensi Komprehensif (PONEK) – Asuhan Obstetri Esensial , JNPK-KR 2008 Additional: 2. Paket Pelatihan Asuhan Persalinan Normal (APN) JNPK-KR

**MODULE. 16
COMPREHENSIVE
EMERGENCY
OBSTETRIC AND
NEONATAL SERVICES
TRAINING PACKAGE
(PONEK)**

<p>Knowledge K1 : To demonstrate theoretical concepts and skills in individual and community, using medical and surgical sciences with integrity to prevent, diagnose, and treat conditions related to women's reproductive health;</p>	<p>CMO 2: To ensure students understand and apply medical and surgical knowledge with integrity to prevent, diagnose, and manage women's reproductive health problems in both individual and community settings.</p>	<p>Master theoretical foundations of obstetric emergencies.</p>	<ol style="list-style-type: none"> 1. Maternal and Infant Mortality Surveillance 2. Regional Perinatal Care 3. Clinical Risk Management 4. Medical Emergencies 5. Obstetric Analgesia and Anesthesia 6. Partograph 7. Abnormal Labor 8. Preterm Labor 9. Cesarean Section 10. Hypertension in Pregnancy 11. Hemorrhage in Pregnancy and Labor 12. Intrapartum and Postpartum Infections and Sepsis 	<p>Lectures, Practice, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ, DOPS, OSCE, Case- Based Discussion (CBD), Multi-Source Feedback</p>	<p>Attendance, Participation, Skills Assessment, Written Exam, Clinical Performance</p>
<p>Knowledge K2 : To think in order to 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.</p>	<p>CMO 3: To develop students' ability to critically analyze reproductive health issues using interdisciplinary approaches, including ethics, humanities, and health law, and to master information technology to enhance knowledge and innovation in obstetrics and gynecology.</p>	<p>Apply problem- solving skills in obstetric emergencies using multidisciplinary input.</p>	<ol style="list-style-type: none"> 1. Maternal and Infant Mortality Surveillance 2. Regional Perinatal Care 3. Clinical Risk Management 4. Medical Emergencies 5. Obstetric Analgesia and Anesthesia 6. Partograph 7. Abnormal Labor 8. Preterm Labor 9. Cesarean Section 10. Hypertension in Pregnancy 11. Hemorrhage in Pregnancy and Labor 12. Intrapartum and Postpartum Infections and Sepsis 	<p>Lectures, Practice, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ, DOPS, OSCE, Case- Based Discussion (CBD), Multi-Source Feedback</p>	<p>Attendance, Participation, Skills Assessment, Written Exam, Clinical Performance</p>
<p>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.</p>	<p>CMO 4: To empower students to responsibly formulate and communicate scientific ideas, arguments, and innovations in line with academic ethics, and effectively engage with academic and public audiences through diverse media platforms.</p>	<p>Formulate and present evidence- based reasoning in clinical decision- making.</p>	<ol style="list-style-type: none"> 1. Maternal and Infant Mortality Surveillance 2. Regional Perinatal Care 3. Clinical Risk Management 4. Medical Emergencies 5. Obstetric Analgesia and Anesthesia 6. Partograph 7. Abnormal Labor 8. Preterm Labor 9. Cesarean Section 10. Hypertension in Pregnancy 11. Hemorrhage in Pregnancy and Labor 12. Intrapartum and Postpartum Infections and Sepsis 	<p>Lectures, Practice, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ, DOPS, OSCE, Case- Based Discussion (CBD), Multi-Source Feedback</p>	<p>Attendance, Participation, Skills Assessment, Written Exam, Clinical Performance</p>

			Competence: C2 : To be able to identify and manage reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs	CMO 5: To train students to identify and manage reproductive health problems in the community through a holistic approach covering motivational, preventive, curative, and rehabilitative strategies based on community-specific needs.	Address obstetric and neonatal emergencies comprehensively.	1. Maternal and Infant Mortality Surveillance 2. Regional Perinatal Care 3. Clinical Risk Management 4. Medical Emergencies 5. Obstetric Analgesia and Anesthesia 6. Partograph 7. Abnormal Labor 8. Preterm Labor 9. Cesarean Section 10. Hypertension in Pregnancy 11. Hemorrhage in Pregnancy and Labor 12. Intrapartum and Postpartum Infections and Sepsis	Lectures, Practice, Structured Assignment, Private Study, Fieldwork	MCQ, DOPS, OSCE, Case- Based Discussion (CBD), Multi-Source Feedback	Attendance, Participation, Skills Assessment, Written Exam, Clinical Performance	
17	MODULE 17. CLINICAL PRACTICE REVIEW	3	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;	CMO 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	Apply ethical reasoning in clinical counseling and shared decision-making	1. Obstetrics 2. Minor Gynecology 3. Major Gynecology 4. Effective Communication 5. Report Creation in PDF Format	Lecture, Role Play, Ethical Reflection, Private Study	DOPS, Multi- Source Feedback, OSCE	Communication, Ethics, Professionalism	Compulsory: 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 Additional: 4. RCOG guidelines (website) 5. Cochrane Library (website)
			Knowledge: K1 : 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.	CMO 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	Formulate clinical decisions using theoretical knowledge and updated guidelines	1. Obstetrics 2. Minor Gynecology 3. Major Gynecology 4. Effective Communication 5. Report Creation in PDF Format	Problem-Based Learning, Journal Club, Case Presentation	CBD, MCQ, Logbook	Clinical Reasoning, Literature Use	
			Skills: S1 : To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions;	CMO 3 : To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions;	Design and present novel solutions to reproductive challenges	1. Obstetrics 2. Minor Gynecology 3. Major Gynecology 4. Effective Communication 5. Report Creation in PDF Format	Scientific Paper Writing, Workshop, Peer Review	Oral Presentation, Literature Review	Innovation, Research Depth, Clarity	

			<p>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;</p>	<p>CMO 4 : 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</p>	<p>Coordinate comprehensive care across professions</p>	<p>1. Obstetrics 2. Minor Gynecology 3. Major Gynecology 4. Effective Communication 5. Report Creation in PDF Format</p>	<p>Simulation, Group Discussion, Real- Time Feedback</p>	<p>Mini-CEX, Logbook, Reflective Essay</p>	<p>Teamwork, Integration, Safety</p>	
18	MODULE 18. SCIENTIFIC PUBLICATION COURSE	3	<p>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;</p>	<p>CMO 1: To foster students' commitment to faith in God, uphold religious, civilized, and ethical values, act independently, and actively contribute to improving the quality of life in the fields of medicine and public health.</p>	<p>Demonstrates ethical and professional behavior grounded in religious and moral values, while actively contributing to health promotion and community well-being.</p>	<p>1. Definition of a scientific publication 2. Structure of a scientific publication 3. How to read scientific literature 4. How to search for publications 5. Level of Evidence</p>	<p>Lecture, Structured Assignment, Private Study, Oral Presentation</p>	<p>Multi-Source Feedback, Oral Presentation</p>	<p>Presentation Content, Critical Thinking, Communication, Ethical Standards</p>	<p>Compulsory: 1.Greenhalgh, T., 2014. How to read a paper: the basics of evidence- based medicine, Fifth. ed. John Wiley & Sons Ltd. Additional: 2.Scientific Papers Learn Science at Scitable [WWW Document], n.d. URL https://www.nature.com/scitable/topicpage/scientific-papers-13815490/ (accessed 9.7.19)</p>
			<p>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;</p>	<p>CMO 2: To ensure students can apply theoretical knowledge and clinical skills in individual and community contexts, using medicine and surgery ethically to prevent, diagnose, and manage women's reproductive health issues.</p>	<p>Applies evidence-based medical and surgical approaches ethically to prevent, diagnose, and manage reproductive health conditions in both individual patients and community settings</p>	<p>1. Definition of a scientific publication 2. Structure of a scientific publication 3. How to read scientific literature 4. How to search for publications 5. Level of Evidence</p>	<p>Lecture, Structured Assignment, Private Study, Oral Presentation</p>	<p>Multi-Source Feedback, Oral Presentation</p>	<p>Presentation Content, Critical Thinking, Communication, Ethical Standards</p>	
			<p>Skill S1 : To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results of their studies in the form of theses that are published in accredited scientific journals;</p>	<p>CMO 3: To strengthen students' ability in logical, critical, systematic, and creative thinking, enabling them to conduct research and produce scientific work or design innovations published in reputable journals or equivalent platforms.</p>	<p>Designs and conducts research using logical, critical, and systematic thinking, resulting in a scientific manuscript suitable for submission to a reputable journal.</p>	<p>1. Definition of a scientific publication 2. Structure of a scientific publication 3. How to read scientific literature 4. How to search for publications 5. Level of Evidence</p>	<p>Lecture, Structured Assignment, Private Study, Oral Presentation</p>	<p>Multi-Source Feedback, Oral Presentation</p>	<p>Presentation Content, Critical Thinking, Communication, Ethical Standards</p>	

			<p>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;</p>	<p>CMO 4: To develop students professional capacity to manage obstetrics and gynecology cases through evidence-based medical approaches, effective communication, and interprofessional collaboration to enhance women's reproductive health services.</p>	<p>Applies evidence-based clinical guidelines, communicates effectively with patients and healthcare teams, and collaborates interprofessionally in managing obstetrics and gynecology cases to improve women's reproductive health outcomes.</p>	<p>1. Definition of a scientific publication 2. Structure of a scientific publication 3. How to read scientific literature 4. How to search for publications 5. Level of Evidence</p>	<p>Lecture, Structured Assignment, Private Study, Oral Presentation</p>	<p>Multi-Source Feedback, Oral Presentation</p>	<p>Presentation Content, Critical Thinking, Communication, Ethical Standards</p>	
		4	<p>Attitude A1 : 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</p>	<p>CMO 1: To instill in students a pious, ethical, and civilized character grounded in faith in God Almighty, enabling them to uphold human values, act independently, and contribute to improving the quality of life in medicine and health.</p>	<p>Demonstrate professionalism, integrity, and ethical responsibility in performing obstetric surgical procedures with attention to patient safety.</p>	<p>1. Obstetric Surgical Procedure 1.1 Cesarean Section 1.2 Cesarean Section with complicators 2. Surgical Management of Obstetric Hemorrhage 2.1 Birth Canal Tear 2.2 Uterine Rupture 2.3 B-Lynch Stitches 2.4 Uterine Artery Ligation 2.5 Obstetric Hysterectomy</p>	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ (50%), DOPS (20%), Case-Based Discussion (10%), Portfolio (10%), Multi- Source Feedback (10%)</p>	<p>Surgical Skills, Decision-Making, Ethical Conduct, Case Analysis, Documentation</p>	<p>Compulsory: 1. Garry C. Gilstarp III, MD, Susan M. Cox, MD, Alvin L Brekken, MD, F. Gary Cunningham. Williams Obstetrics 23rd ed, MD, Prentice- Hall International, Inc, 2016, United States of America 2. Manual of Cesarean Section & Laparotomy of Adnexal Abnormalities 3. Te Linde's Operative Gynecology 12th edition Additional: 4. Berek & Novak's Gynecology 14th Edition</p>
			<p>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</p>	<p>CMO 2: To ensure students master and apply theoretical concepts and clinical skills in medicine and surgery with integrity to prevent, diagnose, and manage women's reproductive health problems in both individual and community settings.</p>	<p>Apply comprehensive obstetric knowledge and clinical skills to perform surgical procedures safely and ethically.</p>	<p>1. Obstetric Surgical Procedure 1.1 Cesarean Section 1.2 Cesarean Section with complicators 2. Surgical Management of Obstetric Hemorrhage 2.1 Birth Canal Tear 2.2 Uterine Rupture 2.3 B-Lynch Stitches 2.4 Uterine Artery Ligation 2.5 Obstetric Hysterectomy</p>	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ (50%), DOPS (20%), Case-Based Discussion (10%), Portfolio (10%), Multi- Source Feedback (10%)</p>	<p>Surgical Skills, Decision-Making, Ethical Conduct, Case Analysis, Documentation</p>	

**MODULE 19.
OBSTETRIC
SURGICAL SKILL**

<p>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</p>	<p>CMO 3: To cultivate students' ability to critically analyze reproductive health issues within ethical, legal, and multidisciplinary frameworks, and apply information technology to innovate and improve healthcare in obstetrics and gynecology.</p>	<p>Integrate critical thinking and interdisciplinary approaches to perform obstetric surgeries while upholding ethical standards and ensuring safety.</p>	<p>1. Obstetric Surgical Procedure 1.1 Cesarean Section 1.2 Cesarean Section with complicators 2. Surgical Management of Obstetric Hemorrhage 2.1 Birth Canal Tear 2.2 Uterine Rupture 2.3 B-Lynch Stitches 2.4 Uterine Artery Ligation 2.5 Obstetric Hysterectomy</p>	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ (50%), DOPS (20%), Case-Based Discussion (10%), Portfolio (10%), Multi- Source Feedback (10%)</p>	<p>Surgical Skills, Decision-Making, Ethical Conduct, Case Analysis, Documentation</p>
<p>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.</p>	<p>CMO 4: To develop students' skills in generating ideas, forming logical and ethical scientific arguments, and effectively communicating with academic and broader communities through appropriate media.</p>	<p>Communicate effectively and act ethically during obstetric surgical procedures, with sound clinical judgment and a focus on patient- centered care.</p>	<p>1. Obstetric Surgical Procedure 1.1 Cesarean Section 1.2 Cesarean Section with complicators 2. Surgical Management of Obstetric Hemorrhage 2.1 Birth Canal Tear 2.2 Uterine Rupture 2.3 B-Lynch Stitches 2.4 Uterine Artery Ligation 2.5 Obstetric Hysterectomy</p>	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ (50%), DOPS (20%), Case-Based Discussion (10%), Portfolio (10%), Multi- Source Feedback (10%)</p>	<p>Surgical Skills, Decision-Making, Ethical Conduct, Case Analysis, Documentation</p>
<p>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</p>	<p>CMO 5: To enhance students' ability to professionally manage obstetrics and gynecology cases using evidence-based medicine and interprofessional collaboration, ensuring high-quality reproductive health services for women</p>	<p>Perform obstetric surgical procedures using an evidence-based and collaborative approach, maintaining ethical conduct and patient safety.</p>	<p>1. Obstetric Surgical Procedure 1.1 Cesarean Section 1.2 Cesarean Section with complicators 2. Surgical Management of Obstetric Hemorrhage 2.1 Birth Canal Tear 2.2 Uterine Rupture 2.3 B-Lynch Stitches 2.4 Uterine Artery Ligation 2.5 Obstetric Hysterectomy</p>	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ (50%), DOPS (20%), Case-Based Discussion (10%), Portfolio (10%), Multi- Source Feedback (10%)</p>	<p>Surgical Skills, Decision-Making, Ethical Conduct, Case Analysis, Documentation</p>

			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	CMO 6: To train students to identify and manage reproductive health problems in the community through a holistic approach (motivational, preventive, curative, rehabilitative), tailored to specific community needs and contexts.	Provide holistic and context-sensitive surgical care in obstetrics, ensuring safe practice that reflects professional and ethical standards.	1. Obstetric Surgical Procedure 1.1 Cesarean Section 1.2 Cesarean Section with complicators 2. Surgical Management of Obstetric Hemorrhage 2.1 Birth Canal Tear 2.2 Uterine Rupture 2.3 B-Lynch Stitches 2.4 Uterine Artery Ligation 2.5 Obstetric Hysterectomy	Lecture, Structured Assignment, Private Study, Fieldwork	MCQ (50%), DOPS (20%), Case-Based Discussion (10%), Portfolio (10%), Multi- Source Feedback (10%)	Surgical Skills, Decision-Making, Ethical Conduct, Case Analysis, Documentation	
			Competence C3 : To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and nonmaleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies	CMO 7: To foster students' professional responsibility by upholding ethical principles (autonomy, beneficence, justice, non-maleficence) and delivering patient-centered information and recommendations that align with societal needs.	Uphold ethical principles in obstetric surgical practice, ensuring informed decision-making and safety for diverse patient populations.	1. Obstetric Surgical Procedure 1.1 Cesarean Section 1.2 Cesarean Section with complicators 2. Surgical Management of Obstetric Hemorrhage 2.1 Birth Canal Tear 2.2 Uterine Rupture 2.3 B-Lynch Stitches 2.4 Uterine Artery Ligation 2.5 Obstetric Hysterectomy	Lecture, Structured Assignment, Private Study, Fieldwork	MCQ (50%), DOPS (20%), Case-Based Discussion (10%), Portfolio (10%), Multi- Source Feedback (10%)	Surgical Skills, Decision-Making, Ethical Conduct, Case Analysis, Documentation	
		4	Attitude A1 : To contribute with Faithful in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of life of postoperative patients;	CMO 1: To nurture students' faith, ethics, independence, and moral integrity, enabling them to uphold human values and actively contribute to improving the quality of life of postoperative patients.	Demonstrates ethical behavior, empathy, and responsibility in providing postoperative care that respects human dignity and promotes patient well-being	1. Fluid and Electrolyte Needs 2. Nutrition and Acid-Base Balance 3. Postoperative Infections 4. GI Complications 5. Thromboembolism 6. Comorbidity Management 7. Shock Management 8. Wound Healing and Surgical Materials	Lecture, Structured Assignment, Private Study, Fieldwork	MCQ, SOOCA/DOPS, Case-Based Discussion, Multi-Source Feedback	Knowledge Application, Decision- Making, Clinical Skill, Case Discussion, Communication	Compulsory: 1. Berek, Jonathan S., and Emil Novak. Berek & Novak's Gynecology. 15th ed. Philadelphia, PA: Lippincott Williams & Wilkins, 2012. Additional: 2. III, Jones, & Rock, J.A. Te Linde's operative gynecology: Eleventh edition. Philadelphia, PA: Lippincott Williams & Wilkins, 2015 .
			Knowledge: K1 : To demonstrate theoretical concepts and skills in individual and community, using medical and surgical sciences with integrity to prevent, diagnose, and treat conditions of postoperative patients;	CMO 2: To ensure students are able to apply theoretical concepts and clinical skills in medicine and surgery with integrity to prevent, diagnose, and manage health conditions in postoperative patients at both individual and community levels.	Applies evidence-based medical and surgical principles with professionalism to assess, prevent, and manage postoperative complications in individual patients and within community health settings.	1. Fluid and Electrolyte Needs 2. Nutrition and Acid-Base Balance 3. Postoperative Infections 4. GI Complications 5. Thromboembolism 6. Comorbidity Management 7. Shock Management 8. Wound Healing and Surgical Materials	Lecture, Structured Assignment, Private Study, Fieldwork	MCQ, SOOCA/DOPS, Case-Based Discussion, Multi-Source Feedback	Knowledge Application, Decision- Making, Clinical Skill, Case Discussion, Communication	

**MODULE 20.
POST OPERATIVE
CARE**

<p>Knowledge: K2 : To think in order to 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 postoperative management.</p>	<p>CMO 3: To develop students' ability to critically analyze reproductive health and postoperative issues by integrating ethics, humanities, and legal aspects through interdisciplinary approaches and mastering IT applications for innovation and knowledge development.</p>	<p>Critically analyzes reproductive health and postoperative issues by integrating ethical, legal, and sociocultural perspectives, and utilizes IT-based tools to support innovative problem- solving and knowledge advancement</p>	<ol style="list-style-type: none"> 1. Fluid and Electrolyte Needs 2. Nutrition and Acid-Base Balance 3. Postoperative Infections 4. GI Complications 5. Thromboembolism 6. Comorbidity Management 7. Shock Management 8. Wound Healing and Surgical Materials 	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ, SOOCA/DOPS, Case-Based Discussion, Multi-Source Feedback</p>	<p>Knowledge Application, Decision- Making, Clinical Skill, Case Discussion, Communicatio n</p>
<p>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.</p>	<p>CMO 4: To strengthen students' competence in developing and communicating scientific arguments ethically and effectively with academic and broader communities, using appropriate media platforms.</p>	<p>Communicates scientific arguments clearly and ethically to both academic and non-academic audiences using appropriate media and formats.</p>	<ol style="list-style-type: none"> 1. Fluid and Electrolyte Needs 2. Nutrition and Acid-Base Balance 3. Postoperative Infections 4. GI Complications 5. Thromboembolism 6. Comorbidity Management 7. Shock Management 8. Wound Healing and Surgical Materials 	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ, SOOCA/DOPS, Case-Based Discussion, Multi-Source Feedback</p>	<p>Knowledge Application, Decision- Making, Clinical Skill, Case Discussion, Communicatio n</p>
<p>Competence: C2 : To be able to identify and manage reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs</p>	<p>CMO 5: To equip students to identify and manage postoperative reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) tailored to societal needs.</p>	<p>Identifies and addresses postoperative reproductive health problems using a community-based, patient-centered approach that integrates motivational, preventive, curative, and rehabilitative strategies.</p>	<ol style="list-style-type: none"> 1. Fluid and Electrolyte Needs 2. Nutrition and Acid-Base Balance 3. Postoperative Infections 4. GI Complications 5. Thromboembolism 6. Comorbidity Management 7. Shock Management 8. Wound Healing and Surgical Materials 	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ, SOOCA/DOPS, Case-Based Discussion, Multi-Source Feedback</p>	<p>Knowledge Application, Decision- Making, Clinical Skill, Case Discussion, Communicatio n</p>
<p>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.</p>	<p>CMO 6: To cultivate students' professional responsibility by adhering to core ethical principles (autonomy, beneficence, justice, and non-maleficence), while sensitively providing information and recommendations to improve postoperative reproductive health services across diverse societies.</p>	<p>Provides patient-centered reproductive health recommendations that reflect ethical principles and are tailored to the cultural and social contexts of diverse populations.</p>	<ol style="list-style-type: none"> 1. Fluid and Electrolyte Needs 2. Nutrition and Acid-Base Balance 3. Postoperative Infections 4. GI Complications 5. Thromboembolism 6. Comorbidity Management 7. Shock Management 8. Wound Healing and Surgical Materials 	<p>Lecture, Structured Assignment, Private Study, Fieldwork</p>	<p>MCQ, SOOCA/DOPS, Case-Based Discussion, Multi-Source Feedback</p>	<p>Knowledge Application, Decision- Making, Clinical Skill, Case Discussion, Communicatio n</p>

**MODULE 21.
MATERNAL MEDICINE**

4	<p>Attitude A1: 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</p>	<p>CMO 1: Demonstrate professional behavior, ethical responsibility, and independence in delivering maternal care in accordance with national competency standards.</p>	<p>Demonstrate professionalism and ethical practice in patient care. Show responsible behavior in clinical duties.</p>	<p>Introduction to Maternal Medicine Ethical approach to maternal care</p>	<p>Lecture, discussion, self-learning</p>	<p>Multi Source Feedback (MSF)</p>	<p>Rubrics for MSF</p>	<p>Compulsory: 1. Cunningham FG, Leveno KJ, Bloom SL, Hauth JC, Gilstrap III L, Wenstrom KD. 2018. Williams Obstetrics. 25nd 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. Protocol for High-RiskPregnancy. An Evidence Based Approach. 2016. Oxford. Wiley. Blackwell. 4. PNPK Preeclampsia. POGI 2016 Additional: 5. HKFM. 2012. Handbook for Obstetric Case Management. Jakarta: Palawa Sari Printing. 6. Managing Complication in Pregnancy and Childbirth : A guide for midwives and doctors. WHO, 2017</p>
	<p>Knowledge K1 : Mastering the theoretical concepts of Maternal Medicine, and able to apply the knowledge gained to solve problems related to maternal health in the community</p>	<p>CMO 2: Explain and apply theoretical concepts in Maternal Medicine to address maternal health issues in community and clinical settings.</p>	<p>Explain and apply concepts in real clinical scenarios. Solve clinical problems using medical theory.</p>	<p>Hypertension in pregnancy Diabetes in pregnancy Cardiac disorders</p>	<p>Lecture, clinical case study, morning report</p>	<p>MCQ 1</p>	<p>Rubrics for MCQ</p>	
	<p>Knowledge K2 : 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</p>	<p>CMO 3: Apply scientific reasoning and uphold academic integrity to analyze and resolve maternal medicine problems through multidisciplinary approaches.</p>	<p>Integrate academic reasoning with clinical analysis. Apply multidisciplinary approach.</p>	<p>Infection in pregnancy (TB, malaria, HIV) Autoimmune disorders</p>	<p>Lecture, journal review, group discussion</p>	<p>MCQ 2</p>	<p>Rubrics for MCQ</p>	
	<p>Skill S1 : Able to absorb, research, develop and apply obstetrics and gynecology in accordance with the progress and development of medical science and technology</p>	<p>CMO 4: Conduct research and apply advancements in maternal medicine in line with current developments in medical science and technology.</p>	<p>Design solutions for clinical problems. Conduct case analysis logically.</p>	<p>Liver, blood and thyroid disorders in pregnancy</p>	<p>Bedside teaching, case-based discussion</p>	<p>CBD</p>	<p>Rubrics for CBD</p>	
	<p>Competence C1 : Able to handle every obstetric and gynecological case in the field of maternal health with high professional ability through an evidence-based medicine approach</p>	<p>CMO5: Manage maternal health cases using evidence-based medicine and demonstrate a high level of professional clinical competence.</p>	<p>Execute management plans with confidence. Use updated guidelines.</p>	<p>Evidence-based clinical approach Clinical pathways</p>	<p>Clinical skills, discussion, bedside rounds</p>	<p>DOPS</p>	<p>Rubrics for DOPS</p>	

			Competence C2 : 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	CMO 6: Deliver comprehensive maternal health services using promotive, preventive, curative, and rehabilitative approaches with effective communication	Implement promotive, preventive, curative and rehabilitative actions.	Maternal health promotion Risk communication	OSCE stations, simulation	OSCE 1	Rubrics for OSCE	
			Competence C3 : 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	CMO7: Provide maternal health services at national and international specialist standards tailored to community needs and global best practices.	Display advanced problem solving in maternal care. Tailor care to community needs.	Advanced maternal health management Global maternal standards	OSCE stations, discussion	OSCE 2	Rubrics for OSCE	
		5	Attitude A1: 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	CMO 1: Students are expected to show responsibility and uphold professional ethics during patient care and surgical procedures.	Professional behavior and ethics observed during patient interaction and team collaboration	Ethics and professionalism in gynecologic surgery	Lecture, discussion, role modeling, mentoring	Multi-source Feedback (MSF)	Rubric for MSF	Compulsory: 1. Clifford R.W. Atlas of pelvic surgery. William & Wilkins (1997) 2. Baggish Michael, Karram Mickey. Atlas of pelvic Anatomy and Gynecology Surgery. Edisi 4. 2015. Elsevier Health Sciences 3. Monaghan, J. M. (Ed.). (2000). Bonney's gynaecological surgery (10th ed.). Oxford: Blackwell Science. Arya L.A, Schwartz N. Female Reproductive system. In Gray's Anatomy. 41st edition. Elsevier. 2016: 1288 - 1315 4. DiSaia Philip J, Creasman William T. Clinical Gynecologic Oncology. Edisi 9.2018. Elsevier Health Sciences. Additional: 5. Kurman RJ, Herrington CS, Young RH. Classification of Tumours of Female
		Knowledge K1: 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	CMO 2: Students are able to explain and apply theoretical concepts of major gynecologic surgeries	Accuracy in explaining anatomy, pathophysiology, and surgical techniques	Pelvic anatomy; Tumors of uterus/tubes/ovaries; Pre/post-operative care	Lecture, group discussion, case study	MCQ	Rubric for MCQ		
		Knowledge K2: Explain the science and skills of Major Gynecological Surgery and follow the development of medical science and technology in providing reproductive health services	CMO 3: Students understand advancements and innovations in gynecologic surgery	Up-to-date knowledge on surgical innovations and technique applications	Advances in minimally invasive gynecology; Laparoscopy in major gyn surgery	Lecture, journal reading, group discussion	Portfolio	Rubric for Portfolio		

22	MODULE 22. MAJOR GYNECOLOGY SURGERY		<p>Skill S1: 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</p>	<p>CMO 4: Students are able to analyze and present case reviews or publishable papers based on gyn surgery</p>	<p>Ability to prepare structured case reports and critical literature reviews</p>	<p>Case reporting; Scientific writing workshop</p>	<p>Workshop, presentation, mentoring</p>	<p>Case-based Discussion (CBD), Portfolio</p>	<p>Rubric for CBD & Portfolio</p>	<p>Reproductive Organs. Edisi 6.2014. International Agency for Research on Cancer (IARC). 6. Aesculap general catalogue</p>
			<p>Competence C1: Handling each case of Major Gynaecological Surgery with high professional ability through an evidence- Based Medicine approach C2: Applying Major Gynecological Surgery services through interpersonal communication and holistic approaches (promotive, preventive, curative & rehabilitative) to reduce female mortality C3: 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</p>	<p>CMO 5: Manage surgery cases based on EBM CMO 6: Apply promotive, preventive, curative, rehabilitative approach CMO 7: Show responsibility and ethical behavior</p>	<p>Independent, evidence-based, and ethical management of major gyn surgery cases</p>	<p>Hysterectomy; Myomectomy; Oophorectomy; Adhesiolysis; Tubo-ovarian abscesses</p>	<p>Hands-on practice, simulation, self-directed learning</p>	<p>DOPS, MSF</p>	<p>Rubric for DOPS & MSF</p>	

23	MODULE 23. ONCOLOGY	5	<p>Attitude A1: 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</p>	<p>CMO 1: Demonstrate religious, civilized, ethical, and independent attitudes to improve health quality</p>	<p>Observed ethical, respectful, and professional conduct in patient interactions</p>	<p>Medical ethics in oncology; human values in patient care</p>	<p>Lecture, discussion, reflective assignment</p>	<p>Multi-Source Feedback (MSF)</p>	<p>Rubric for MSF</p>	<p>Compulsory:</p> <ol style="list-style-type: none"> Ayhan A, Reed N, Gultekin M & Dursun P, eds, 2012, Textbook of Gynaecological Oncology, Turkey: Gunes Publishing. DiSaia, P. J., Creasman, W. T., Mannel, R. S., McMeekin, D. S., & Mutch, D. G. (2018). Clinical gynecologic oncology (9th ed.). Elsevier. Apgar BS, Brotzman GL, Spitzer M, 2008, Colposcopy Principles and Practice An Integrated Textbook and Atlas, 2nd ed, Philadelphia: Saunders Elsevier Berek JS, 2012, Berek & Novak's Gynecology, 15th ed, Philadelphia: Lippincott Williams & Wilkins. <p>Additional:</p> <ol style="list-style-type: none"> Fadare O, ed 2016, Precancerous Lesions of the Gynecologic Tract Diagnostic and Molecular Genetic Pathology, Switzerland: Springer Falcone T, Uy-Kroh MJ, Bradley LD & Berek JS, 2017, Operative Techniques in Gynecologic Surgery, Philadelphia: Wolters
			<p>Knowledge K2: 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</p>	<p>CMO 2: Analyze medicine practice while recognizing limitations and aiming for continuous improvement</p>	<p>Accuracy and clarity in explaining diagnosis and treatment approaches in oncology</p>	<p>Cervical cancer; Endometrial cancer; Ovarian cancer</p>	<p>Lecture, structured assignment, literature review</p>	<p>MCQ, Portfolio</p>	<p>Rubric for MCQ & Portfolio</p>	
			<p>Skill S1: 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</p>	<p>CMO 3: Apply and enhance gynecologic oncology practices with continuous self-improvement</p>	<p>Proper application of procedures and patient safety principles</p>	<p>Trophoblastic disease; Vulvar cancer; Safety measures in oncology surgery</p>	<p>Clinical skill lab, OSCE practice</p>	<p>DOPS, OSCE</p>	<p>Rubric for DOPS & OSCE</p>	

			<p>Competence</p> <p>C1: Student are able to 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)</p> <p>C2: Students are able to 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</p> <p>C3 : Student are able to Build commitment to carry out professional responsibilities, compliance with ethical principles (autonomy, beneficence, justice, and non-maleficence), and be sensitive to diverse community conditions</p>	<p>CMO 4: Perform clinical procedures using universal precautions</p> <p>CMO 5: Apply holistic surgical skills in the community</p> <p>CMO 6: Uphold professional ethics and responsibilities</p>	<p>Proper performance of clinical skills and ethical patient management</p>	<p>Precancerous lesions of cervix; Clinical pathway of gyne- oncology</p>	<p>Fieldwork, mentoring, peer- discussion</p>	<p>CBD, MSF</p>	<p>Rubric for CBD & MSF</p>	<p>Philadelphia: Wolters Kluwer.</p> <p>7. Jones III HW, Rock JA, 2015, Te Linde's Operative Gynecology, 11th ed, Philadelphia: Wolters Kluwer.</p> <p>8. Nucci MR & Oliva Esther 2009, Gynecologic Pathology, China: Churchill Livingstone Elsevier.</p>
		5	<p>Attitude</p> <p>A1: Uphold human values in carrying out duties based on religion, morals and ethics, and have a responsible attitude towards work in their field of expertise independently</p>	<p>CMO 1: Apply ethical, moral, and religious principles in clinical duties with independent responsibility</p>	<p>Professional and ethical attitude during patient interaction and teamwork</p>	<p>Medical ethics and responsibility in urogynecology</p>	<p>Lecture, discussion, reflective tasks</p>	<p>Multi-Source Feedback (MSF)</p>	<p>Rubric for MSF</p>	<p>Compulsory:</p> <p>1. Walters MD, Karram MM. Urogynecology and Reconstructive Pelvic Surgery. 4 ed. Philadelphia : Elsevier. 2015</p> <p>Additional:</p> <p>2. Junizaf. (2011).</p>

24	MODULE 24. UROGYNECOLOGY	<p>Knowledge:</p> <p>K1: Demonstrate the practice of obstetrics and gynecology in the field of urogynaecology by being aware of limitations, overcoming personal problems, self-development, following continuous refreshment and improvement of knowledge and developing knowledge for patient safety</p> <p>K2: Analyze the latest in Urogynaecology to manage health problems in a holistic and comprehensive manner and apply humanities, community medicine and family medicine in the management of health problems in a holistic and comprehensive manner</p>	<p>CMO 2: Practice urogynecology while acknowledging limitations and improving skills</p> <p>CMO 3: Analyze urogyn advancements with a holistic medical perspective</p>	<p>Understanding and application of theory to common urogyn problems</p>	<p>Pelvic Organ Prolapse; Urinary and Fecal Incontinence</p>	<p>Lecture, structured assignments, literature reviews</p>	<p>MCQ, Portfolio</p>	<p>Rubric for MCQ & Portfolio</p>	<p>Indonesian urogynecology textbook. Jakarta: Indonesian Urogynecology and Reconstruction Society.</p>
		<p>Skills</p> <p>S1: Evaluating, researching, developing and applying the science of Urogynaecology in accordance with the progress and development of medical science and technology</p>	<p>CMO 4: Evaluate and apply science and tech in urogynecology with proper clinical judgment</p>	<p>Correct and safe application of clinical knowledge to simulated cases</p>	<p>Female Sexual Dysfunction; Congenital Genital Abnormalities</p>	<p>Simulation lab, clinical practice, mentoring</p>	<p>DOPS, OSCE</p>	<p>Rubric for DOPS & OSCE</p>	

			<p>Competence C1: Handle every case of obstetrics and gynecology in the field of Urogynaecology with high professional skills through an evidence based medicine approach C2: Applying health services through interpersonal communication and a comprehensive, holistic (promotive, preventive, curative and rehabilitative) coordinative, collaborative and continuous approach to reduce female mortality in cases of urogynaecology C3: Demonstrate professional competence that is able to provide services in the field of Urogynaecology in a complete manner at the national and international level according to the conditions and needs of the community</p>	<p>CMO 5: Manage urogyn cases using EBM principles CMO 6: Deliver coordinated and holistic care CMO 7: Demonstrate national/international-level competency</p>	<p>Demonstrated comprehensive care and leadership in patient management</p>	<p>Lower Urinary Tract Infection; Integration of care models</p>	<p>Fieldwork, peer discussion, collaborative care simulation</p>	<p>CBD, MSF</p>	<p>Rubric for CBD & MSF</p>	
25	<p>MODULE 25. ENDOCRINE AND FERTILITY</p>	6	<p>Attitude: A1: 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</p>	<p>CMO1: Demonstrate ethical, respectful, and independent behavior while upholding human values and contributing to reproductive health improvement in society.</p>	<p>Shows respectful and ethical behavior Active participation with integrity Upholds patient confidentiality</p>	<p>Introduction to professional behavior Ethical conduct in reproductive health practice</p>	<p>Lecture, clinical exposure, self-reflection, case discussion</p>	<p>Reflective journal, professionalism checklist</p>	<p>Rubric for attitude/profes sional behavior</p>	<p>Compulsory: 1. Speroff's Clinical Gynecologic Endocrinology and Infertility 9th Edition 2. Yen & Jaffe's Reproductive Endocrinology, Physiology, Pathophysiology, and Clinical Management. 8th Edition. 2019 3. Williams endocrinology 24nd, New York :The Mc Graw-Hill Companies, Inc, 2012 4. Infertility in Practice (Reproductive Medicine and Assisted Reproductive Techniques Series). Adam Balen. 5th Edition. 2023. 5. Sarwono Prawirodihardjo, Ilmu Kebidanan. 2011, PT</p>
			<p>Knowledge: K1: 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</p>	<p>CMO2: Explain and apply ethical, legal, and humanistic foundations in preventing and managing reproductive health problems at both individual and community levels.</p>	<p>Demonstrates understanding of obstetric concepts Correct application in case discussions</p>	<p>Menstrual and pubertal disorders Ethics and health law in reproduction</p>	<p>Lecture, group discussion, literature review</p>	<p>Assignment 1: Case analysis</p>	<p>Rubric for case-based assignment</p>	

			<p>Knowledge K2: 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</p>	<p>CMO3: Apply scientific thinking and academic integrity in analyzing and solving reproductive health issues through inter-and multidisciplinary collaboration.</p>	<p>Ability to conduct literature search Demonstrate critical appraisal Apply evidence in decision-making</p>	<p>Endometriosis Hyperprolactinemia Fertility disorders</p>	<p>Journal reading, literature review, problem-based discussion</p>	<p>Literature review presentation</p>	<p>Rubric for critical thinking</p>	<p>Bina Pustaka Sarwono Prawirohardjo 6. Speroff & Darney's Clinical Guide to Contraception 6th Edition 7. Oxford Handbook of Reproductive Medicine and Family Planning (Oxford Medical Handbooks) 2nd Edition Additional: 8. Senanayake, P., & Potts, M. (2008, April 14). Atlas of Contraception. https://doi.org/10.1604/9781842143056 9. Zildar, V., Upadhyay, U., & Lande, R. (2007, January 1). Family Planning: A global handbook for Providers. https://doi.org/10.1604/9780978856304 10. Shoupe, D., & Mishell, D. R. (Eds.). (2015, September 28). The Handbook of Contraception: A Guide for Practical Management. https://doi.org/10.1007/978-3-319-20185-6 11. Contraception and Pregnancy in Patients with Rheumatic Disease 2014th Edition</p>
			<p>Skills S2: 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</p>	<p>CMO4: Educate and communicate scientific knowledge on reproductive health to the public while demonstrating awareness and avoidance of plagiarism.</p>	<p>Delivers effective health education Avoids all forms of plagiarism Uses proper referencing</p>	<p>Infertility counseling Safe contraceptive use Responsible scientific writing</p>	<p>Simulation, health counseling session, plagiarism workshop</p>	<p>Health education video & plagiarism- free essay</p>	<p>Rubric for communication and academic honesty</p>	
			<p>Competence C2: 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</p>	<p>CMO5: Manage fertility and endocrine problems using a holistic (promotive, preventive, curative, and rehabilitative) approach tailored to community needs.</p>	<p>Proposes appropriate intervention plans Integrates community health perspectives</p>	<p>PCOS Menopause Community fertility health outreach</p>	<p>Clinical case discussion, community outreach project</p>	<p>Case-based discussion (CBD), DOPS</p>	<p>Rubric for holistic management</p>	
			<p>C3: Build commitment to carry out professional responsibilities, compliance with ethical principles (autonomy, beneficence, justice, and non- maleficence), and be sensitive to diverse community conditions</p>	<p>CMO6: Uphold professional responsibilities with sensitivity to diversity, while consistently applying ethical principles in reproductive health practice.</p>	<p>Acknowledges ethical dilemmas and resolves responsibly Demonstrates cultural sensitivity</p>	<p>Ethical case dilemmas Cross-cultural reproductive health issues</p>	<p>Clinical ethics rounds, cultural case simulations</p>	<p>OSCE station: Ethical response scenario</p>	<p>OSCE checklist</p>	
		6	<p>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;</p>	<p>CMO1: Demonstrate professional integrity, ethical conduct, and respect for academic honesty in all forms of scientific writing and communication, while contributing positively to collaborative research environments in the field of obstetrics and gynecology.</p>	<p>Demonstrate ethical behavior in academic discussions; Respect deadlines and show professionalism in presentations</p>	<p>Academic integrity in writing; Ethical issues in publication; Responsible citation practices</p>	<p>Lecture, group discussion, self-learning, presentation</p>	<p>Group discussion participation, oral presentation</p>	<p>Rubric for oral presentation</p>	<p>Compulsory: 1. Greenhalgh, T., 2014. How to read a paper: the basics of evidence-based medicine, Fifth. ed. John Wiley & Sons Ltd. Additional: 2. Scientific Papers Learn Science at Scitable [WWW Document], n.d. URL https://www.nature.com/</p>

26	MODULE 26. SCIENTIFIC PUBLICATIONS COURSE		<p>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;</p>	<p>CMO2: Explain and critically discuss the key components of scientific publications, including study structure, methodological rigor, and levels of evidence, as they relate to women's health and reproductive medicine.</p>	<p>Understanding structure of scientific writing; Applying theoretical knowledge to evaluate papers</p>	<p>Introduction to scientific publication; Structure of a publication; Types of articles; Levels of evidence</p>	<p>Lecture, self- learning, peer discussion</p>	<p>Individual reading reflection, quiz</p>	<p>Quiz rubric</p>	<p>scitable/topicpage/scientific-papers-13815490/ (accessed 9.7.19)</p>
			<p>Skills: S1 : To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results of their studies in the form of theses that are published in accredited scientific journals;</p>	<p>CMO3: Apply critical thinking and scientific reasoning to compose, edit, and structure a scientific manuscript suitable for submission to a peer-reviewed journal, utilizing appropriate citation styles and referencing tools.</p>	<p>Ability to formulate research questions; Drafting and structuring a paper; Using references properly</p>	<p>How to read a publication critically; Steps to search articles; Writing using scientific logic and flow</p>	<p>Lecture, structured assignment, self-directed study</p>	<p>Draft submission of publication</p>	<p>Rubric for writing draft</p>	
			<p>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;</p>	<p>CMO4: Integrate clinical knowledge and current scientific evidence to develop a research-based argument in writing, demonstrating the ability to communicate findings effectively within a multidisciplinary and interprofessional context.</p>	<p>Application of evidence to case- based writing; Teamwork and communication in publishing efforts</p>	<p>Evidence-based approach; How to interpret results; Effective interprofessional communication in publications</p>	<p>Team-based case presentation, oral defense, peer review</p>	<p>Oral presentation & peer feedback</p>	<p>Oral presentation rubric</p>	
27	MODULE 27. GYNECOLOGY SURGICAL SKILL	6	<p>Attitude: A1: 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</p>	<p>CMO1: Students are able to apply 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.</p>	<p>Demonstrate professional attitude and ethics</p>	<p>Ethical and professional behavior in gynecologic surgical practice</p>	<p>Lecture, Reflective Practice</p>	<p>Multi Source Feedback, Portfolio</p>	<p>Attitude assessment rubric</p>	<p>Compulsory: 1. Schorge, J. O., Schaffer, J. I., Halvorson, L. M., Hoffman, B. L., Bradshaw, K. D., & Cunningham, F. G. (2016). Williams gynecology (3rd ed.). New York, NY: McGraw-Hill Education. 2. Monaghan, J. M. (Ed.). (2000). Bonney's gynaecological surgery</p>

			<p>Knowledge K2: 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</p>	<p>CMO2: 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.</p>	<p>Ability to analyze and improve medical practice for patient safety</p>	<p>Self-assessment, limitation awareness, patient safety standards</p>	<p>Lecture, Group Discussion</p>	<p>Case Based Discussion, MCQ</p>	<p>Case discussion rubric</p>	<p>(10th ed.). Oxford, UK: Blackwell Science. Additional: 3. Handa, V. L., & Van Le, L. (Eds.). (2019). Te Linde's operative gynecology (12th ed.). Philadelphia, PA: Wolters Kluwer. 4. Berek, J. S. (Ed.). (2007). Berek & Novak's gynecology (14th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.</p>
			<p>Skill S1: 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</p>	<p>CMO3: 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</p>	<p>Competence in gynecologic procedures with patient safety consideration</p>	<p>Minor surgery techniques: marsupialization, cervical polyp excision</p>	<p>Simulation, Demonstration, Fieldwork</p>	<p>DOPS, Portfolio</p>	<p>Skills performance rubric</p>	
			<p>Competence C1 : Student are able to 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)</p>	<p>CMO4: Student are able to 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.</p>	<p>Perform gynecologic surgery using universal precautions</p>	<p>Major surgeries: myomectomy, hysterectomy, laparotomy, adhesiolysis</p>	<p>Hands-on, Fieldwork, Role Play</p>	<p>DOPS, Case Based Discussion</p>	<p>Surgery technique rubric</p>	
			<p>Competence C2: Students are able to 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</p>	<p>CMO 5: Student are able to 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.</p>	<p>Apply holistic approach to gynecology cases in community settings</p>	<p>Preventive, promotive, curative, rehabilitative perspectives in surgery</p>	<p>Case-based learning, Fieldwork</p>	<p>Portfolio, Multi Source Feedback</p>	<p>Holistic care rubric</p>	
			<p>Competence C3 : Student are able to Build commitment to carry out professional responsibilities, compliance with ethical principles (autonomy, beneficence, justice, and non-maleficence), and be sensitive to diverse community conditions</p>	<p>CMO 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.</p>	<p>Commitment to professional responsibility and ethical principles</p>	<p>Ethics: autonomy, beneficence, justice, non-maleficence; socio-cultural sensitivity in care</p>	<p>Lecture, Reflective writing, Seminar</p>	<p>Multi Source Feedback, Essay</p>	<p>Ethical decision rubric</p>	

**MODULE 28.
SOCIAL OBSTETRICS
& GYNECOLOGY**

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Attitude A1: To contribute with faith in God, religious, civilized, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health.	CMO 1: Demonstrate faith, ethics, civility, human dignity, and professionalism in medical and community practice.	Demonstrates ethical conduct in academic and clinical settings.	Ethics, professionalism, cultural sensitivity	Lecture, Fieldwork, Case Reflection	Multi-source feedback, OSCE	Ethics & professionalism rubric	<p>Compulsory:</p> <ol style="list-style-type: none"> Surjaningrat S. (2005). Bunga Rampai Obstetri dan Ginekologi. Jakarta: Yayasan Bina Pustaka Sarwono Prawirodiharjo. Biran Affandi, George Adriaanz (eds), Buku Acuan Pelatihan Keterampilan Melatih, JNPK Kesper, 2003 Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB. Designing Clinical Research, 3rd edition. 2007. Lippincott Williams Wilkins. Pedoman Etik POGI, PB-POGI Samil RS. Etik Kedokteran Indonesia. Yayasan Bina Pustaka Sarwono Prawirohardjo 2001. Isfandyarie A. Tanggung Jawab Hukum dan Sanksi Bagi Dokter. Prestasi Pustaka publisher Jakarta 2006. Book I and Book II Djadilaga, Saifuddin AB, Dali SF, Wratsangka R, Mohamad K, Djauzi S. MOH. Buku Langkah-langkah Praktis pelayanan kesehatan reproduksi Esensial dan Seksualitas., 2005. Prof.DR.H.Soebagio Saetrodiningrat, MPA Buku Kapita Selekta Manajemen dan Kepemimpinan. <p>Additional:</p> <ol style="list-style-type: none"> Greenhalgh T. How to read a paper, the basic of evidence based medicine 3rd edition. BMJ, 2006. Clinical Governance Advice no.2. Improving patient safety : Risk Management for Maternity and Gynecology. October 2005. Downloaded from http://www.rcog.org.uk Fletcher RW, Fletcher SW. Clinical Epidemiology-The Essentials. 4th ed. Baltimore : Lippincott Williams & Wilkins, 2005; 35-56. Pelatihan
Knowledge K1: To demonstrate theoretical concepts and skills individually and in the community, using medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health.	CMO2 : Apply theoretical concepts to prevent, diagnose, and treat reproductive health problems with integrity.	Applies knowledge of pathophysiology and clinical reasoning.	Anatomy, physiology, clinical interventions	Lecture, Structured Assignment	MCQ, Case- based discussion (CBD)	Knowledge application rubric	
Knowledge K2: To analyze and solve reproductive health problems using ethics, humanities, and basic health laws through an interdisciplinary/multidisciplinary approach and IT-based knowledge development.	CMO 3 : Analyze reproductive health issues through ethical, legal, and multidisciplinary perspectives, using IT tools.	Integrates ethics and law with problem-solving using digital tools.	Reproductive health law, EBM, health information technology	Lecture, Discussion, IT-based exercises	CBT, Portfolio	Multidisciplinary problem- solving rubric	
Skill S1: To develop logical, critical, systematic, and creative thinking through research or design; formulate scientific conceptions into publishable theses.	CMO 4 : Conduct scientific research logically and creatively, resulting in a publishable thesis.	Produces evidence-based research with publishable quality.	Research design, evidence appraisal, thesis writing	Structured Assignment, Seminar	DOPS, Portfolio	Scientific writing and methodology rubric	
Skill S2: To develop ideas and arguments responsibly and communicate them ethically to academic and broader audiences.	CMO 5 : Communicate research and arguments responsibly to academic/public audiences with ethics.	Effectively delivers scholarly presentations and discussions.	Scientific communication, public speaking, peer exchange	Presentation, Role play, Peer feedback	Oral presentation rubric	JNPK Communication & Counseling, Training Skills Books	
Competence C1: To apply professional skills and knowledge in obstetrics and gynecology using evidence-based medicine and interprofessional collaboration.	CMO 6 : Apply clinical procedures and collaborate interprofessionally to manage reproductive health cases based on EBM.	Performs appropriate procedures with team collaboration.	Daily gynecology practice, EBM, clinical teamwork	Clinical rotation, Interprofessional simulation	DOPS, CBD	Clinical practice and collaboration rubric	
Competence C2: To identify and manage reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative).	CMO 7 : Identify and manage reproductive health issues in the community using a holistic (motivation, prevention, care, rehab) approach.	Implements integrated solutions based on community conditions.	Holistic care in reproductive health, community outreach	Fieldwork, Community-based case study	Portfolio, Case- based discussion	Holistic care rubric	

			Competence C1: To apply professional skills and knowledge in obstetrics and gynecology using evidence-based medicine and interprofessional collaboration.	CMO 8 : Uphold ethical, legal, and sociocultural sensitivity in clinical decisions and advocate for community needs.	Advocates for equity and ethical practices in diverse settings.	Social gynecology, cultural diversity, policy advocacy	Seminar, Policy brief workshop	OSCE, Essay	Ethics and advocacy rubric	Keterampilan Melatih (JNPK, 2005) 13. Pelatihan Keterampilan Melatih Tingkat Madya (JNPK, 2005) 14. Buku Acuan Paket Pelatihan Komunikasi Interpersonal dan Konseling , JNPK-KR. 15. Chamberlain G. How to Avoid Medico Legal Problems in Obstetrics and Gynaecologists. Chamele on Press London 1992
29	MODULE 29. THESIS COURSE	7	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	CMO 1: Display faith-based, ethical, and civilized behavior while upholding human values in research and academic settings.	Demonstrate ethical and respectful behavior during research and academic discussion	Ethical behavior in research and academic practice	Lectures, case discussion, role play	Multi Source Feedback	Ethics and professionalis m criteria	Compulsory: 1. Sopiudin Dahlan. Langkah-langkah membuat Proposal Penelitian di Bidang Penelitian dan KEsehatan (2008). 2. Sopiudin Dahlan. Besar Sampel dan Cara Pengambilan Sampel dalam Penelitian Kedokteran dan Kesehatan (2005). Additional: 3. Sopiudin Dahlan. Membaca dan Menelaah Jurnal Uji Klinis (2010).
			Knowledge K2 : To think in order to 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 scientific writing	CMO 2: Apply information technology to support the development of scientific knowledge and research writing in reproductive health.	Ability to utilize software and databases for literature search and research documentation	Literature search and research documentation with IT	Workshops, tutorials, self- directed learning	Oral Presentation	Literature search accuracy, proper referencing	
			Skill S2 : To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions and the results of their studies in the form of theses that are published in accredited scientific journals	CMO 3 : Conduct scientific research with logical, critical, systematic, and creative thinking to solve reproductive health problems.	Develop and present a well-structured research proposal or paper	Proposal writing, journal publication	Seminar, project- based learning	Oral Presentation	Research structure, logic, creativity	

			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	CMO 4 : Demonstrate ethical professionalism, including autonomy, beneficence, non-maleficence, and justice, throughout the research process.	Apply ethical principles in research planning and communication	Ethical principles in research	Lectures, discussion	Oral Presentation, Multi Source Feedback	Application of ethical principles	
30	MODULE 30. PROFESSIONALISM	8	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;	CMO 1 : Demonstrate a professional attitude with integrity, ethics, independence, and commitment to improving quality of life in medicine.	Displays ethical, responsible, and professional attitude.	Medical professionalism and accountability	Fieldwork, Reflective Practice	Observation, Self-Assessment	Ethical Attitude Rubric	Compulsory: 1. Buku Manual Komunikasi Efektif Dokter-Pasien. Konsil Kedokteran Indonesia (KKI), Jakarta, 2006. 2. Buku Acuan Paket Pelatihan Komunikasi Interpersonal dan Konseling, JNPK-KR (National Clinical Training Network – Reproductive Health). 3. Prof. Dr. H. Soebagio Sastroningrat, MPA. 4. Buku Kapita Selekta Manajemen dan Kepemimpinan, 5. Prof. Dr. Soekidjo Notoatmodjo, SKM., M.Com.H. Buku Promosi Kesehatan dan Ilmu Perilaku. 6. Covey, S. The 7 Habits of Highly Effective People. Additional: 7. Azwar, A. Pengantar Administrasi Kesehatan. 8. Train Yourself. Interactive Multimedia Training: Successful Negotiating Skills (PC-CD ROM). 9. Buku Kitab Undang-Undang Republik Indonesia Nomor 29 Tahun 2004 Tentang Praktek Kedokteran 10. Chamberlain, G. How to Avoid Medical Problems in
			Knowledge K2 : To think in order to 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.	CMO 2 : Analyze and solve reproductive health problems using ethics, humanities, health law, and IT.	Applies ethical, legal, and IT knowledge in solving clinical problems.	Health Law, Ethics, and IT	Lecture, Discussion, Field Practice	Case Study, CBT	Problem Solving Rubric	
			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.	CMO 3 : Express scientific ideas responsibly and communicate effectively in academic/public settings.	Communicates scientific reasoning clearly and ethically.	Scientific communication and ethics	Presentation, Group Discussion	Presentation, Peer Review	Communication Rubric	

			<p>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;</p>	<p>CMO 4 : Apply clinical skills using evidence-based medicine and collaborate professionally.</p>	<p>Demonstrates EBM skills and teamwork in clinical settings.</p>	<p>EBM and teamwork</p>	<p>Clinical Rotation, Fieldwork</p>	<p>Logbook, Supervisor Evaluation</p>	<p>Clinical Skills and Teamwork Rubric</p>	<p>Logbook, Supervisor Evaluation, Obstetrics and Gynaecology. Chameleon Press, London, 1992. 11. Samil, R. S. Etika Kedokteran Indonesia. Yayasan Bina Pustaka SP, Jakarta.</p>
			<p>Competence C2 : To be able to identify and manage reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs</p>	<p>CMO 5 : Manage reproductive health in communities with a holistic approach.</p>	<p>Implements holistic reproductive health programs.</p>	<p>Holistic and community health</p>	<p>Community-based Fieldwork</p>	<p>Community Project, Report</p>	<p>Community Practice Rubric</p>	
			<p>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</p>	<p>CMO 6 : Demonstrate responsibility, uphold ethics, and adapt to societal diversity.</p>	<p>Ethical reasoning in diverse patient interactions.</p>	<p>Ethics and communication in diverse settings</p>	<p>Role Play, Seminar</p>	<p>Essay, Observation</p>	<p>Ethics and Cultural Sensitivity Rubric</p>	