

# 214 Single Best Answer Questions in Gynaecology

with • Answers, • Explanations and • Basic Clinical Principles

for Undergraduate and Postgraduate Students

The author, Dr Eranthi Samarakoon, being a dedicated and a committed teacher, understands the difficulties faced by the students ever since the single best answer (SBA) questions were introduced in medical curriculum in many countries around the world. She realises that the successful preparation for a professional examination requires understanding the style of the questions asked and the process of the examination. With these goals in mind, she has produced this set of two books containing a large number of questions in obstetrics (214) and gynaecology (214) to help the students in facing the examination with confidence.

#### Highlights

- This book is in accordance with the guidelines of the Royal College of Obstetricians and Gynaecologists and is suitable for students in many countries around the world.
- It can be used for self-assessment as it contains a large number of questions and a revision guide as it summarizes the syllabus in a compact manner.
- The theory focuses on the basic clinical principles on which SBA questions are formulated and is arranged in an orderly sequence.
- It will also be useful in the preparation for the OSCE and the practical clinical examination because the questions describe clinical scenarios with the answers giving the appropriate management.



Though the emphasis of the book is mainly on undergraduate students, it will be extremely useful for postgraduate students preparing for MD examinations in obstetrics and gynaecology and MRCOG (UK).

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This book is based on over three decades of experience as an active clinician and academician who has been teaching medical students for the final MBBS examination and training postgraduate students for the Doctor of Medicine (MD) in obstetrics and gynaecology (Sri Lanka) and the MRCOG (UK) examinations. She has been an examiner for the final MBBS examination in all eight universities in Sri Lanka and for the MD obstetrics and gynaecology (Sri Lanka) examination. She plays a major role in the clinical training and examinations for undergraduate and clinical training of postgraduate students. At least five students are trained each year at the Peradeniya University Hospital for the MD (Sri Lanka) and MRCOG (UK) examinations.



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<sup>214</sup>Single Best Answer Questions in **Obstetrics**

214

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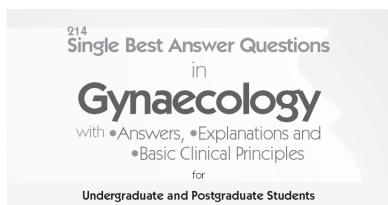


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to

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*My beloved mother  
Late Mrs Chintha Wijemanne*





## Foreword



Globally, 'single best answer (SBA)' questions are introduced with increasing frequency for undergraduate and postgraduate examinations. The students, as to be expected, find this relatively new method of assessment more difficult than the true/false multiple choice questions due to a dearth of books and model question papers to guide them.

Dr Samarakoon who is a senior teacher understood the difficulties faced by the students, when SBA questions were first introduced to the medical curriculum in Sri Lanka. She realized that successful preparation for an examination requires understanding the style and process of the examination. With these goals in mind she formulated a large number of questions and held many practice sessions to help the students to face the examination with confidence. This has helped the students of the Peradeniya University to achieve excellence at the final MBBS examination.

This book has a comprehensive collection of clinical principles, clinical scenario-based and knowledge-based questions, answers and explanations. It is a supplementary textbook covering the entire syllabus and not a mere collection of questions. The theory component of this book focuses directly on the clinical and practical knowledge required to answer SBA questions.

This book will be a great source of encouragement for medical students to face the final year examination with confidence, as they can practice answering diverse questions from every part of the syllabus. They can further facilitate their preparation, by using this book for revision and self-assessment prior to the examination.

This book is based on internationally accepted principles of patient management in accordance with the Guidelines of the Royal College of Obstetricians and Gynaecologists and the NICE Guidelines, with minimal adaptations to suit the clinical practice in Sri Lanka and other developing, low and middle income countries. Hence it is suitable for a large population of medical students in Sri Lanka and other Asian countries as well as for those in the UK and other Western countries.

Though the emphasis of the book is mainly on undergraduate education, it can also be used by postgraduate students preparing for the Doctor of Medicine in Obstetrics and Gynaecology (Sri Lanka), the MRCOG (UK) and other international examinations. It can be used even by lecturers as a guide to formulate new questions and to hold mock examinations and practice sessions.

There are very few books on standard SBA questions in gynaecology. This is the only book on SBA questions in gynaecology written by a Sri Lankan author. It is, in addition, a revision guide and almost a complete textbook suitable for a wide range of readers around the world and should be well accepted by undergraduate and even postgraduate students in Sri Lanka and abroad.

Prof **Vajira Weerasinghe** PhD (UK)  
Dean, Faculty of Medicine,  
University of Peradeniya,  
Sri Lanka





## Preface



This book is mainly intended as a supplementary textbook for medical students preparing for the final examination and for foreign medical graduates preparing for the Examination Required to Practice Medicine (ERPM) in Sri Lanka. However, it can be used for self-assessment and as a revision guide by postgraduate students, preparing for the doctor of medicine in obstetrics and gynaecology–part 2 (Sri Lanka), the MRCOG (UK) and other international postgraduate examinations. Since there are a large number of diverse questions, lecturers can use it as a guide to formulate new questions for examination papers and as an aid to conduct mock examinations and practise sessions.

The book contains 214 single best answer (SBA) questions, formulated from almost every possible clinical scenario in gynaecology. All the questions were formulated by me for the purpose of examination practice. A very detailed explanation is given for the correct answer, while the other four responses are critically discussed. The book is methodically arranged into 17 chapters. Each chapter contains a summary of the theory, questions, answers and explanations. The entire syllabus has been covered with questions from every part. The theory is focussed directly on the knowledge required to answer SBA questions.

The questions in this book are standard SBA questions, where all five responses are correct or at least plausible, but one response stands out among the rest as the correct answer. SBA questions are formulated mainly from basic clinical principles. These principles are included in the theory section and the more important ones are highlighted.

The theory is presented in an orderly sequence. It is essential for the student to study in an orderly manner as, “the next step in the management” and “the first line treatment” are commonly asked questions. Attention has been focused on the different types of questions asked at the end of the stem, as the average student will find it difficult to differentiate between these.

The book focuses on problem–based medicine and basic clinical principles, which form the basis of SBA questions. It is not merely a collection of SBA questions. To enable easy comprehension the theory is either in the form of a short summary or in the form of explanations for the answers. The explanations have been presented with the intent to enable the student to think logically and rationally to select the correct answer.

The main aim of compiling this book is to help the undergraduate and postgraduate students to face their examinations with confidence, as they can practice answering diverse questions from every part of the syllabus. My intent is to provide a complete guide for study purposes, examination practice and self-assessment. It can be used as a rapid revision guide as it summarises the entire syllabus in a compact manner.

It will be of great benefit for those sitting for the ERPM, as most students have not had an intensive clinical training and hence find it difficult to answer SBA questions, which are based on clinical scenarios.

Even though this book is intended as an aid for the written examination, it could be used by undergraduates and postgraduates as a guide for the OSCE and the practical clinical examination, because the questions describe a large number of clinical scenarios with the answers giving the appropriate management.



To my knowledge there is no book in the international market with a large collection of standard SBA questions in gynaecology, with detailed explanations for the answers, which focuses on the relevant theory as well. I have followed the Guidelines of the Royal College of Obstetricians and Gynaecologists and the National Institute for Health and Care Excellence (NICE), Guidelines (UK), with minimal deviations to suit the practise in Asian countries. Therefore, it is suitable for students in many countries around the world.

Two or three internationally accepted additional reading materials, which are relevant for both undergraduate and postgraduate students are given at the end of each chapter. I have given only a few very relevant references to minimise the time spent by students to obtain required information. The students are advised to read these to gather important information from which SBA questions can be formulated.

I am sure that this book will be helpful for undergraduates and postgraduates to face their examinations with confidence.

**Eranthi Samarakoon**

# Acknowledgements



I am thankful to Prof Vajira Weerasinghe, Dean, Faculty of Medicine, University of Peradeniya, for encouraging me and writing the Foreword to this book.

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I very much appreciate the assistance of Mr Kamal Hemantha, the computer applications assistant of our department, who prepared the cover page and did the formatting and typesetting. He worked tirelessly to make this endeavour a success.

Finally I wish to thank all the academic staff members of the faculty, who helped me in numerous ways.

**Eranthi Samarakoon**



# Contents



<i>Foreword by Prof Vajira Weerasinghe</i>	<i>vii</i>
<i>Preface</i>	<i>ix</i>
<i>Abbreviations</i>	<i>xiv</i>
<i>Guidelines for Answering Single Best Answer Type Questions</i>	<i>xv</i>
<b>1. Abnormal Uterine Bleeding</b>	<b>1</b>
<b>2. Primary Amenorrhoea</b>	<b>15</b>
<b>3. Secondary Amenorrhoea</b>	<b>30</b>
<b>4. Postoperative Complications</b>	<b>39</b>
<b>5. Contraception</b>	<b>49</b>
<b>6. Benign and Malignant Ovarian Tumours</b>	<b>59</b>
<b>7. Cervical Intraepithelial Neoplasia</b>	<b>71</b>
<b>8. Cervical Carcinoma</b>	<b>78</b>
<b>9. Infections in Gynaecology</b>	<b>83</b>
<b>10. Infertility</b>	<b>95</b>
<b>11. Early Pregnancy Failure</b>	<b>105</b>
<b>12. Ectopic Pregnancy</b>	<b>115</b>
<b>13. Gestational Trophoblastic Disease</b>	<b>120</b>
<b>14. Menopause and Hormone Replacement Therapy</b>	<b>127</b>
<b>15. Endometriosis</b>	<b>132</b>
<b>16. Endometrial Carcinoma</b>	<b>137</b>
<b>17. Utero-vaginal Prolapse</b>	<b>144</b>

# Abbreviations



<b>ABST</b>	Antibiotic sensitivity test	<b>ICU</b>	Intensive care unit
<b>ACTH</b>	Adrenocorticotrophic hormone	<b>IM</b>	Intramuscular
<b>AFP</b>	Alpha fetoprotein	<b>IOTA study</b>	International Ovarian Tumour Analysis (IOTA) group
<b>AGC</b>	Abnormal glandular cells	<b>IU</b>	International units
<b>AIS</b>	Adenocarcinoma <i>in situ</i>	<b>IUCD</b>	Intrauterine contraceptive device
<b>AUB</b>	Abnormal uterine bleeding	<b>LDH</b>	Lactate dehydrogenase
<b>BMI</b>	Body mass index	<b>LH</b>	Luteinising hormone
<b>bpm</b>	Beats per minute	<b>LNGIUS</b>	Levonorgestrel-releasing intra-uterine system
<b>cm</b>	Centimetres	<b>LSIL</b>	Low-grade squamous intraepithelial lesion
<b>CNS</b>	Central nervous system	<b>mcg</b>	Micrograms
<b>CRL</b>	Crown-rump length	<b>mg</b>	Milligrams
<b>DES</b>	Diethylstilbestrol	<b>mm</b>	Millimetres
<b>DIC</b>	Disseminated intravascular coagulation	<b>NSAIDs</b>	Nonsteroidal anti-inflammatory drugs
<b>DMPA</b>	Depot medroxyprogesterone acetate	<b>OCP</b>	Oral contraceptive pills
<b>ELISA</b>	Enzyme linked immunosorbent assay	<b>OGTT</b>	Oral glucose tolerance test
<b>FIGO</b>	International Federation of Gynaecology and Obstetrics	<b>PCOS</b>	Polycystic ovarian syndrome
<b>FSH</b>	Follicular stimulating hormone	<b>PCR</b>	Polymerase chain reaction
<b>GnRH</b>	Gonadotropin releasing hormone	<b>PID</b>	Pelvic inflammatory disease
<b>GTD</b>	Gestational trophoblastic disease	<b>POA</b>	Period of amenorrhoea
<b>GTN</b>	Gestational trophoblastic neoplasia	<b>RCOG</b>	Royal College of Obstetricians & Gynaecologists
<b>hCG</b>	Human chorionic gonadotropin	<b>RMI</b>	Risk of malignancy index
<b>HIV</b>	Human immunodeficiency virus	<b>SCJ</b>	Squamocolumnar junction
<b>HMB</b>	Heavy menstrual bleeding	<b>SLCOG</b>	Sri Lanka College of Obstetricians and Gynaecologists
<b>HPV</b>	Human papillomavirus	<b>STI</b>	Sexually transmitted infections
<b>HRT</b>	Hormone replacement therapy	<b>TSH</b>	Thyroid stimulating hormone
<b>HSIL</b>	High grade squamous intraepithelial lesion	<b>TVUS/TVS</b>	Transvaginal ultrasound scan
<b>ICSI</b>	Intracytoplasmic sperm injection	<b>USS</b>	Ultrasound scan
		<b>VDRL test</b>	Venereal disease research laboratory (VDRL) test

# Guidelines for Answering Single Best Answer Type Questions



Single best answer (SBA) questions are based on the management of “real” patients who have common clinical conditions. *Therefore, a sound clinical and practical knowledge is necessary to score high marks.*

These questions are not based on *recall* of knowledge, but on *application* of knowledge.

Single best answer (SBA) questions are based on the basic clinical principles. These principles are given in the short summaries of each chapter. The most important areas are highlighted.

*The stem of each question will give a summary of a common clinical condition, with a definite diagnosis, which will be obvious.* There will be no uncertainty or ambiguity. Therefore, the student should not try to read “in between the lines”.

The information given in the stem is adequate to answer the question.

*The student should take into consideration only the information given in the question. He should not add more data from his knowledge.* He must consider only the patient information given in the stem. He should not think about a similar patient he has managed in the ward, as there may be many important differences between the two. His mind should be clear and he should focus his attention only on the information given in the stem.

A question will be asked at the end of the stem and five responses will be given. The responses are arranged in the alphabetical order.

In a good SBA question all five responses will be plausible and even correct, but one response will stand out as the *correct* answer.

In a good SBA question the “cover test should be positive”. If the question is read after covering the responses, the correct answer should be obvious.

**The common questions which are asked at the end of the stem are:**

- What is the most appropriate management?
- What is the next step/first step in the management?
- What is the first line treatment?

**What is the most appropriate management?**

The answer expected for this question is the standard clinical management.

*Examples*

- Performing a hysterectomy for a 40-year-old multiparous woman with a large fibroid uterus.
- Performing a cruciate incision in the hymen for the treatment of cryptomenorrhoea due to an imperforate hymen.
- Performing laparoscopic ovarian cystectomy for a benign ovarian cyst in a woman of reproductive age.
- Performing suction evacuation for a hydatidiform mole.
- Treating chlamydial infection with doxycycline.
- Performing a loop electrosurgical excision to treat CIN 2.

**What is the first step in the management/ the first line treatment?**

The immediate management of the patient will be the correct answer to this question. This would include carrying out a crucial investigation or the initial treatment.

*Examples*

- Performing a transvaginal ultrasound scan in a woman with postmenopausal bleeding.
- Carrying out expectant management for a missed abortion.





- Treating a woman with regular heavy menstrual bleeding without structural abnormalities with tranexamic acid.
- Medical treatment for parous patients with endometriosis.

#### What is the next step in the management?

The question should be carefully read as the next step begins at the end of the question. It could be an investigation or the next step in the treatment.

#### Examples

- Performing serum beta hCG levels in a woman with a positive urine hCG test and no IUP on the transvaginal scan.
- Performing serial beta hCG levels weekly after evacuating a hydatidiform mole.
- Giving radiotherapy after surgery for stage IB endometrial carcinoma.

To answer this type of questions the student should have a clear knowledge of the sequence of events in managing common clinical conditions.

The knowledge required to answer SBA questions should be acquired by managing patients during the clinical appointment. Notes and information obtained from ward teaching sessions and lectures are also important as these emphasize mainly on patient management.

Reading material should include mainly the clinical guidelines of the Royal College of Obstetricians and Gynaecologists, the NICE (National Institute for Health and Care Excellence, UK) Guidelines and the local guidelines of your country. A standard textbook recommended by your medical faculty may be used.

Extra reading will not be very useful and can cause confusion, as there could be subtle differences regarding patient management in different countries and in different books.

Two or three relevant references which should be read by the students are given at the end of each chapter. The students are advised to read these references to gather important information from which SBA questions can be formulated.