

800 True/False Multiple Choice Questions in Obstetrics and Gynaecology

for Undergraduate and Postgraduate Students

The author, Dr Eranthi Samarakoon, a senior and dedicated teacher, realized that successful preparation for an examination requires answering a large number of questions. This inspired her to produce this book containing 800 true/false multiple choice questions in obstetrics and gynaecology. This book, together with her two other books *Single Best Answer Questions in Obstetrics* and *Single Best Answer Questions in Gynaecology*, should help undergraduate and postgraduate students face the final examination with confidence.

Highlights

- This book is mainly intended for medical students preparing for the final examination for medical degrees and for foreign medical graduates preparing for the examination required to practice medicine (ERPM) in Sri Lanka. As it has a wide range of questions, it is also suitable for postgraduate students preparing for international examinations.
- It is based on the Guidelines of the Royal College of Obstetricians and Gynaecologists and is hence suitable for students in many countries around the world.
- It has clinical scenario-based and theory-based, true/false multiple choice questions from the entire syllabus in obstetrics and gynaecology. The questions are in the standard format which is used in the undergraduate and postgraduate examinations. It is methodically arranged into 42 chapters.
- A detailed explanation is given for each true response while the false responses are critically analyzed. Hence, it contains a large theory component covering the entire syllabus which focuses directly on the knowledge required to answer true/false multiple choice questions.
- It is a supplementary text and not a mere collection of questions.
- Readers can facilitate their preparation by using this book for revision and self-assessment prior to the examination.



Eranthi Samarakoon MBBS, MS(Sri Lanka), FRCOG (UK)

is a senior lecturer and consultant obstetrician and gynaecologist at the Peradeniya University and the Teaching Hospital, Peradeniya, Sri Lanka. She obtained second class honors at the final MBBS examination and came first in the order of merit at the Master of Surgery in obstetrics and gynaecology (Sri Lanka) part 1 and part 2 examinations. She completed the final year of her postgraduate training at St Mary's Hospital, Manchester, and got through the MRCOG (UK) examination at the first attempt. She was Board certified as a consultant obstetrician and gynaecologist in Sri Lanka in 1983 and has been in active practice since then.

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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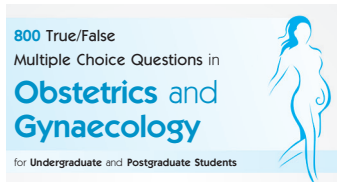


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to

My Beloved Mother
Late Mrs Chíntha Wijemanne

Foreword



Globally, true/false multiple choice questions are an important component of undergraduate and postgraduate examinations. The students find this method of assessment difficult because a wide range of questions can be asked covering the entire syllabus. It is a tool to test whether the student has a thorough knowledge of all aspects of the subject.

Dr Samarakoon, who is a senior teacher, understood the difficulties faced by the students. She realised 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 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 scenario based and theory based questions, answers and detailed explanations. It is a supplementary textbook covering the entire syllabus and not a mere collection of 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. As the book contains a large number of standard questions, it will be of great benefit for foreign medical graduates preparing for the ERPM Examination, to adapt for the style of the examination.

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 by lecturers as a guide to formulate new questions and to hold mock examinations and practice sessions.

This book is based on internationally accepted principles of patient management in accordance with the Guidelines of the Royal College of Obstetricians and Gynaecologists with minimal adaptations to suit the clinical practice in Sri Lanka and other developing 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.

There are very few books on standard 5 response true/false questions in obstetrics and gynaecology. This is the only book on true/false questions in the subject 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 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 book for medical students preparing for the final examination for medical degrees and for foreign medical graduates preparing for the examination required to practice medicine (ERPM) in Sri Lanka. As it has a wide range of questions, it is also suitable for postgraduate students preparing for the Doctor of Medicine in Obstetrics and Gynaecology (Sri Lanka), the MRCOG (UK) and other international examinations.

It is based on internationally accepted principles of patient management in accordance with the Guidelines of the Royal College of Obstetricians and Gynaecologists and the National Institute for Health and Care Excellence (NICE) Guidelines (UK), 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.

The book contains 800 true/false multiple choice questions, from the entire syllabus in Obstetrics and Gynaecology. The questions are in the standard format which is used in the undergraduate and postgraduate examinations in Sri Lanka and other South Asian countries and in the UK. It is methodically arranged into 42 chapters. The entire syllabus has been covered with questions from every part. It has a comprehensive collection of clinical and theory based questions. It is a supplementary textbook and not a mere collection of questions.

A detailed explanation is given for each true response while the false responses are critically analysed. Hence, it contains a large theory component covering the entire syllabus which focuses directly on the knowledge required to answer true/false multiple choice questions.

A reference is given for each question. The students can obtain the relevant knowledge required to answer each question directly by reading the references, even though the information is also available in the explanations given for every answer. I have used compact direct references to minimise the time spent by the students.

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 practice sessions.

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.

In Sri Lanka and in many Asian and Western countries the theory component of the final examination for medical degrees and postgraduate medical examinations consist of single best answer questions and true/false multiple choice questions. Therefore, the students may be able to understand the entire process of examination by combining this book with the other two books *Single Best Answer Questions in Obstetrics* and *Single Best Answer Questions in Gynaecology* authored by me.

Eranthi Samarakoon

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

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

Eranthi Samarakoon

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Abbreviations



ABST	Antibiotic sensitivity test	DVT	Deep vein thrombosis
AC	Abdominal circumference	ECG	Electrocardiogram
ACTH	Adrenocorticotrophic hormone	ECV	External cephalic version
AFP	Alpha fetoprotein	EEG	Electro encephalogram
AGC	Abnormal glandular cells	EFW	Estimated fetal weight
AIS	Adenocarcinoma <i>in situ</i>	ELISA	Enzyme linked immunosorbent assay
APTT	Activated partial thromboplastin time	ERPM	Examination required to practice medicine
ASC-US	Atypical squamous cells of unknown significance	FBS	Fasting blood sugar
AUB	Abnormal uterine bleeding	FFP	Fresh frozen plasma
BMI	Body mass index	FGR	Fetal growth restriction
BP	Blood pressure	FIGO	International Federation of Gynaecology and Obstetrics
BPD	Biparietal diameter	FMH	Feto maternal haemorrhage
BPM	Beats per minute	FSH	Follicle stimulating hormone
bpm	Beats per minute	FTA	Fluorescent treponemal antibody test
BSO	Bilateral salpingo-oophorectomy	FVS	Fetal varicella syndrome
BSS	Blood sugar series	G	Gauge
cART	Combined anti-retroviral therapy	GBS	Group B <i>Streptococcus</i>
cffDNA	Cell free fetal DNA	GDM	Gestational diabetes mellitus
CFTR	Cystic fibrosis transmembrane conductance regulator	GnRH	Gonadotropin releasing hormone
CIN	Cervical intraepithelial neoplasia	gr	Grams
cm	Centimeters	GTD	Gestational trophoblastic disease
CMV	Cytomegalo virus	GTN	Gestational trophoblastic neoplasia
CNS	Central nervous system	HELLP	Haemolysis, elevated liver enzymes, low platelet count
CRL	Crown rump length	HG	Hyperemesis gravidarum
CTG	Cardiotocograph	HIV	Human immunodeficiency virus
CTPA	Computerised tomography pulmonary angiogram	HMB	Heavy menstrual bleeding
CVS	Chorionic villous sampling	HPV	Human papilloma virus
DBP	Diastolic blood pressure	HRT	Hormone replacement therapy
DES	Diethylstilbestrol	HSIL	High grade squamous intraepithelial lesion
DIC	Disseminated intravascular coagulation	HSV	Herpes simplex virus
DM	Diabetes mellitus		
DMPA	Depot medroxyprogesterone acetate		
DV	Ductus venosus		

IAP	Intra partum antibiotic prophylaxis	PGE2	Prostaglandin E2
IAT	Indirect antibody titer	PI	Pulsatility index
ICSI	Intracytoplasmic sperm injection	PID	Pelvic inflammatory disease
ICU	Intensive care unit	POA	Period of amenorrhoea
IDA	Iron deficiency anaemia	PPBS	Post prandial blood sugar
IgG	Immunoglobulin G	PPH	Post-partum haemorrhage
IgM	Immunoglobulin M	PT	Prothrombin time
IM	Intramuscular	PTT	Partial thromboplastin time
INR	International normalisation ratio	RCOG	Royal College of Obstetricians and Gynaecologists
IU	International units	Rh	Rhesus
IUCD	Intrauterine contraceptive device	RMI	Risk of malignancy index
IUP	Intrauterine pregnancy	SBA Questions in Gynaecology	Single Best Answer Questions in Gynaecology with Answers, Explanations and Basic Clinical Principles for Undergraduates and Postgraduates, 1st Edition, by Dr. Eranthi Samarakoon
IV	Intra venous	SBA Questions in Obstetrics	Single Best Answer Questions in obstetrics with Answers, Explanations and Basic Clinical Principles for Undergraduates and Postgraduates, 1st Edition, by Dr. Eranthi Samarakoon
Kg	Kilograms	SCJ	Squamocolumnar junction
LDH	Lactate dehydrogenase	SFH	Symphysis fundal height
LH	Luteinising hormone	SGA	Small for gestational age
LMWH	Low molecular weight heparin	SLCOG	Sri Lanka College of Obstetricians and Gynaecologists
LNGIUS	Levonorgestrel releasing intrauterine system	SLE	Systemic lupus erythematosus
LSCS	Lower segment caesarean section	STI	Sexually transmitted infections
LSIL	Low grade squamous intraepithelial lesion	TAH	Total abdominal hysterectomy
MCA PSV	Middle cerebral artery peak systolic velocity	TSH	Thyroid stimulating hormone
mcg	Micrograms	TTTS	Twin to twin transfusion syndrome
MCH	Mean corpuscular haemoglobin	TPHA	Treponema pallidum haemagglutination test
MCHC	Mean corpuscular haemoglobin concentration	TVUS/TVS	Transvaginal ultrasound scan
MCV	Mean corpuscular volume	U	Units
Mg	Milligrams	USS	Ultrasound scan
mm	Millimetres	VBAC	Vaginal birth after caesarean section
mmHg	Millimetres of mercury	VDRL test	Venereal disease research laboratory (VDRL) test
MoM	Multiples of the median	VTE	Venous thromboembolism
NESTROFT	Naked eye single tube red cell osmotic fragility test	VZIG	Varicella zoster immunoglobulin
NSAIDS	Nonsteroidal anti-inflammatory drugs	VZV	Varicella zoster virus
OCP	Oral contraceptive pills	ZDV	Zidovudine
OGTT	Oral glucose tolerance test		
PAPPA	Pregnancy associated plasma protein-A		
PCOS	Polycystic ovarian syndrome		
PCR	Polymerase chain reaction		
PE	Pulmonary embolism		

Guidelines for Answering True/False Multiple Choice Questions



T rue/false questions are based on clinical scenarios as well as on recall of theory knowledge. It is a tool to test whether the student has a thorough knowledge of all aspects of the subject.

Therefore, to score high marks the student should have a good knowledge of the clinical work and should have read the standard textbook prescribed by the medical faculty thoroughly.

Special attention should be paid to the “highlighted” areas of your prescribed textbook. Clinical Guidelines of the RCOG can be read to gather additional knowledge. The theory knowledge of the student is tested mainly by this component as the other areas of the examination focus on clinical and practical knowledge.

The student should pay special attention to certain areas of basic theory which are usually forgotten during the final year. These include:

- Physiological and anatomical changes of pregnancy.
- Basic anatomy and diameters of the fetal skull.
- Basic anatomy of the female pelvis.
- Physiology of the menstrual cycle and menarche.
- Pathology of ovarian tumours.

The ‘Ten Teachers Obstetrics and Gynaecology’ books will provide adequate information on the above topics and should be read carefully.

The student should also be aware of the indications, contraindications and adverse effects of the common drugs used in obstetrics

and gynaecology. A summarised version is available in ‘SBA Questions in Obstetrics’ by the same author.

Each question will have a short stem and five short responses. The stem and the responses will be straight forward with no ambiguity or uncertainty. Ambiguous words such as “may, can be, possible” are not used.

The student should read the question carefully as the stem can carry a negative meaning.

EXAMPLE

Endometrial biopsy is *not* indicated in the investigation of abnormal uterine bleeding in a:

- A.** 19-year old girl.
- B.** 30-year old woman with a normal transvaginal scan.
- C.** 40-year old woman with focal endometrial thickening on the transvaginal scan.
- D.** Obese nulliparous 45-year old woman with diabetes mellitus.
- E.** Postmenopausal woman.

The student should also realise that one part of a response may be correct while the other part may be false.

EXAMPLE

Treatment of pelvic sepsis with abscess formation includes:

- A.** Aspiration under ultrasound guidance before commencing intravenous antibiotics.

- B. Aspiration under ultrasound guidance if there is free pus in the peritoneal cavity.
- C. Conservative management if the abscess is localised.
- D. Culture of blood and vaginal discharge as the first step in the management.**
- E. Performing serum lactate levels to assess the severity of the sepsis.

In the responses A and B aspiration under ultrasound guidance is the correct management for a pelvic abscess. However, it should not be performed without commencing broad spectrum antibiotics and is not the correct management if there is free pus in the peritoneal cavity. The latter situation needs a laparotomy.

There may be similar responses where one may be correct while the other is false.

EXAMPLE

Third degree uterovaginal prolapse is treated by:

- A. Insertion of a pessary during pregnancy.
- B. Pelvic floor exercises.
- C. Sacrohysteropexy if the woman wishes to preserve fertility.**
- D. Vaginal hysterectomy.
- E. Vaginal hysterectomy and repair.

D is false because the treatment is incomplete while E is correct. In response C both parts are correct. However, if the response stated "sacrohysteropexy if the woman does not wish to preserve her fertility" it would be false.

Therefore when answering true/false questions it is very important

- To read the question carefully.
- To focus your attention on **the given question only**, without letting your mind to "stray" on practice questions answered previously, as there may be subtle differences.

It is better to read only the standard textbooks and guidelines prescribed by your faculty, as it will be difficult to apply a large amount of diverse knowledge to answer a specified clear cut question. I have included 1–3 standard references for each question. In most cases additional information can be obtained by reading one of these references accessible to the student.

In most countries a negative marking system is used to assess true/false questions. However, the negative marks are not carried beyond the question. Therefore, the lowest mark which is awarded for a question is 0. The student should first mark the answers he is sure of and then reconsider the other answers.