

Ruptured angiomyolipoma in pregnancy as a rare cause of preterm contraction

Nurul Iftida Basri, Rima Anggrena Dasrilsyah, Mohd Nazri Yazid

Department of Obstetrics and Gynaecology, Faculty of Medicine & Health Sciences, Universiti Putra Malaysia, Serdang, Selangor

ABSTRACT

Introduction: Ruptured angiomyolipoma in pregnancy is not a common clinical encounter. Pregnant women may present with non-specific symptoms such as flank or abdominal pain, contraction pain and haematuria. A thorough assessment is needed in order to reach the correct diagnosis. **Case Description:** We present a case of a 37-year-old lady, Gravida 5 Para 3+1 at 27-weeks of gestation who presented with painful uterine contractions. The pain worsened and she developed hypovolaemic shock. An exploratory laparotomy and emergency caesarean section were conducted. Retroperitoneal haematoma was found intraoperatively, but the source of bleeding was unclear. CT scan subsequently revealed an ongoing bleeding from a ruptured angiomyolipoma. An emergency nephrectomy was performed and the bleeding was secured. **Discussion:** Management varies between conservative measures, radiological intervention or surgery depending on the patient's haemodynamic status and fetal condition.

Teaching obstetrics and gynaecology on an online platform – Student perceptions of disruption in delivery

G. Ramachandran, Aung Ko Ko Min, M. Alagar

Mahsa University

ABSTRACT

Introduction: The Covid-19 pandemic was a disruptor to teaching and learning activity in many medical schools all over the world. The pandemic resulted in the need to move rapidly to online platforms with a steep learning curve. Moving forward it appears likely that online teaching, learning and assessment will form a significant portion of delivery. **Objective:** The purpose of this study was to look at student perceptions towards online instruction and assessment in the obstetrics and gynaecology. **Methods:** This was a questionnaire based study. **Results:** A total of 113 completed questionnaires were received, 64.6% were female. 66.4% described themselves as average performers. Online teaching and learning was not acceptable as an adequate substitute, though many felt that there were better opportunities to achieve their learning outcomes and also to learn at their own pace. There was good interaction between them and the instructors during these sessions. In terms of instructor preparedness and availability as well as the clarity of instructions to prepare for these sessions the responses were positive. Students felt it was an appropriate platform for formative assessment. In terms of preparing for the future, the general perception was that this method of instruction should be retained. Students felt that it was an acceptable medium for teaching history taking but not adequate to teach examination and clinical reasoning. **Conclusions:** Online teaching and learning was a useful medium of instruction. It allowed paced learning and useful for formative assessment. It should be part of instructional methods moving forward.