

**“My Belly Hurts”: Approaching Abdominal Pain in the Pregnant Patient
Problem Based Learning Case
Student Feedback**

Please respond to the following four statements using a scale of 1 to 5. Please **circle** the number that best reflects to what extent you feel this case helped you meet the objectives of today’s case. The objectives are listed below.

1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

OBJECTIVES					
Clinical thinking, skills and knowledge	Strongly Disagree				Strongly Agree
1. Students will be able to generate a DDX for abd pain in a pregnant patient.	1	2	3	4	5
2. Students will be able to list and explain the timing and purpose of routine prenatal labs and studies, as well as make predictions about which studies have been completed based upon the patient’s gestational timing.	1	2	3	4	5
3. Students will be able to define asymptomatic bacteriuria (ASB), explain its clinical significance in pregnancy, and describe its management.	1	2	3	4	5
4. Students will be able to explain methods of diagnosing and management acute pyelonephritis in pregnancy, as well as identify risk factors and complications.	1	2	3	4	5
5. Students will be able to compare and contrasts SIRS, sepsis, shock and severe shock.	1	2	3	4	5

Additional Comments about above objectives:

OBJECTIVES					
Basic Science	Strongly Disagree				Strongly Agree
1. Students will be able to describe microbiological/biochemical nature of the elements of UA that aid in diagnosis of UTI, as well as identify factors that limit the effectiveness of UA in diagnosing UTI. Examples of elements include: nitrites, leukocyte esterase, Microscopic WBC & bacteriuria, urine culture	1	2	3	4	5
2. In addition to identifying physiological changes to the urinary system that occur during pregnancy, students will be able to explain how these changes place pregnant patients at risk for UTIs.	1	2	3	4	5

Additional Comments about above objectives:

What changes would you make? What would you add? What would you remove?