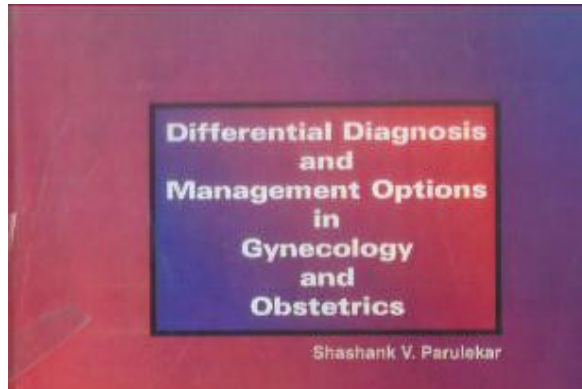


Differential Diagnosis and Management Options in Gynecology and Obstetrics



The process of learning of a doctor is quite complex. The formal training involves a series of courses in theory and practical of different subjects. The teaching is "topic oriented. Each section is complete, with exhaustive information on all aspects. However Some text-books include differential diagnosis in the discussion of

individual topics. However, provision of salient features of each of the conditions in the differential diagnosis is often not enough to clear the students mind and does not help him make up his mind about his patient's disease. The description of various forms of treatment is also available in text-books. But a student may not be able to decide on the best course of action in a given clinical situation, if he relies solely on his text-books.

The next phase of learning medical sciences is the phase of medical practice. A doctor sees patients and treats them. After an extensive experience, his master computer, i.e. the brain gets programmed well. Once this stage is reached, one can make an accurate diagnosis and decide the course of action without seeming to make a conscious effort at it. Of course the process is not automatic. It is a reflex which involves a series of steps, ruling out different conditions at each, and finally deciding the diagnosis and the form of treatment. A number of unimportant steps described in standard teaching are not followed because they do not seem to make any difference in that situation. This is an algorithm or a flow-chart. A successful clinician has all the flow charts in his mind, and he uses them as needed, based on his patient's symptoms or needs.

I have developed the flow-charts in this book with a view of shortening the personal experience-phase of a doctor's learning. These flow-charts are based on years of experience of not only my colleagues and I, but all the great masters of Obstetrics and Gynecology, from whose teaching we have learned. These flowcharts are problem-based. I have refrained from making topic-based flow-charts as far as possible, because a patient presents to a doctor with a problem, not a diagnosis. Topic-based charts are used when the diagnosis is already made using another flow-chart. It must be understood that a certain degree of basic knowledge of the subject is necessary for being able to use this book well. The book is meant for exactly what the title suggests, making a differential diagnosis and choosing the right option of management.

The flow-charts are printed the way the sequence of thoughts should be. The problem is outlined at the top. The clinical test or investigation to be done in assessment at any step is printed in italics. The results of the tests are printed in ordinary type. The diagnoses are put in boxes. The treatment is printed in ordinary type. Explanations are given in the text opposite capital letters printed in the flow-charts.

A chapter on therapeutics is added at the end, where commonly used drugs are presented in tabular form. I would have preferred to put these tables in their respective chapters, but lack of space prevented me from doing so. I regret the inconvenience caused to my readers.