



Educational Institution
"Royal Metropolitan university"

Quality Management System
Syllabus of the discipline "Obstetrics and Gynecology"
Specialty 560001 "General Medicine" EI "RMU"

**Ministry of education and science of Kyrgyz Republic
EI "Royal Metropolitan University"
Department of clinical disciplines**



SYLLABUS

**by discipline "Obstetrics and gynecology"
for students of specialty 560001 "General medicine"**

Form of study	full-time
Course	3
Semester	5
Credit	5
Total credits according to the curriculum	3
Total hours according to the curriculum	150
Lectures	36
Practical classes	54
Independent work	60

Syllabus developers:
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Reviewed and approved at a meeting of the
department of "Clinical disciplines"
Protocol No 1 from "9" 09 2024
Head of the department PhD Bekibaeva B.S.



(signature)

Bishkek 2024



Teacher:

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Name and complexity of the discipline

Course	Semester	Number of weeks	Number of academic hours		Number of hours for independent work		Total hours	Number of modules
			Lectures	Practical classes	SIW	SIWT		
3	5	18	36	54	30	30	150	2

Annotation of Academic discipline

The discipline "Obstetrics and Gynecology" is one of the main sections of the medical specialty, which provides basic methods of examination, diagnosis and treatment of pregnant women, women in labor, postpartum women, and gynecological patients.

The purpose of discipline:

The goal of mastering the academic discipline "Obstetrics and Gynecology" is to obtain general knowledge and skills about obstetric and gynecological diseases, the principles of pregnancy and childbirth, and mastering systematized knowledge in the field of diagnosis and treatment of obstetric and gynecological pathology.

Learning objectives:

- develop competencies in the management of physiological pregnancy and childbirth, methods of providing medical care in obstetrics and gynecology in accordance with clinical protocols;
- to form clinical thinking for orientation in complex pathology in the field of obstetrics and gynecology;
- to prepare a specialist for independent professional diagnostic and treatment activities, who can conduct a differential diagnostic search and provide medical assistance to women of all ages;
- to form a system of knowledge and skills that allow the doctor to navigate issues of asepsis and antisepsis, diagnostic methods and clinical diagnosis, and the practical application of scientific approaches and standards of medical care.

After mastering the discipline "Obstetrics and Gynecology", the student:

will know:

- anatomical-physiological, age-sex and individual characteristics of the structure and development of the female body;
- methods of asepsis and antisepsis, use of medical instruments, knowledge of patient care techniques;

- management of physiological pregnancy and delivery;
- processes of fertilization, implantation, embryo development and mechanisms of childbirth;
- maintaining medical records and reporting documentation in treatment and preventive institutions of the healthcare system;
- principles of family planning;

will understand:

- the need for medical examination and monitoring of pregnant women with concomitant diseases;
- etiology, pathogenesis, diagnosis of diseases in the field of obstetrics and gynecology;
- principles of physical, laboratory and instrumental diagnostics of the norm and pathology of the female reproductive system;

will be able to use:

- methods of general clinical examination of gynecological patients;
- diagnostic solutions to problems based on incomplete and limited information to make a clinical diagnosis and correct treatment tactics;
- knowledge and skills to provide medical care in emergency situations, including those requiring medical evacuation;
- methodology for conducting health education work among pregnant women, mothers and young women;
- modern reproductive technologies, surgical interventions, endo- and laparoscopic methods of diagnosis and treatment in obstetrics and gynecology;

will be able to:

- management of physiological and pathological pregnancy and childbirth;
- therapeutic and preventive care for women, taking into account socio-professional and age factors;
- interview and medical history, diagnosis and treatment of diseases of the female reproductive system;
- identification of the main symptoms and syndromes of pathological conditions in obstetrics and gynecology based on complaints, anamnesis and physical examination of the patient;
- drawing up a plan for laboratory and instrumental examination to confirm gynecological pathology;
- interpretation of the results of laboratory and instrumental examinations for pathological conditions in obstetrics and gynecology;
- drawing up a plan for laboratory and instrumental examination to confirm pathology in the reproductive system of women;
- installation of an intrauterine contraceptive device (IUD) into the uterine cavity on a dummy;
- early pregnancy diagnosis;
- collecting anamnesis from the mother about the course of pregnancy and childbirth;
- calculating the date of the upcoming birth;

- diagnostics of the degree of dilatation of the uterine pharynx during childbirth (on a phantom);
- correct placement of the baby to the breast during breastfeeding;
- taking a smear for cytological and bacterioscopic examination in women;
- conducting bimanual examination on models;
- conducting breast examinations in women;
- measuring the size of the pelvis using a pelvis meter;
- measuring the height of the uterine fundus in a pregnant patient, abdominal circumference,
- calculation of the estimated fetal weight;
- conducting external obstetric examination techniques;
- listening to the fetal heartbeat;
- registration of a referral for research;

will be able to analyze:

- data from a physical examination of a patient of various ages (examination, palpation, auscultation, blood pressure measurement, determination of pulse characteristics, respiratory rate, pelvic dimensions, height of the uterine fundus, measurement of abdominal circumference, bimanual vaginal examination, etc.) when making a clinical diagnosis;

will be able to synthesize:

- results of laboratory and functional diagnostic methods, thermometry, clinical examination data, symptoms and syndromes to identify pathological processes in human organs and systems;
- scientific approaches to practice based on the results of scientific research in related medical fields;

will be able to assess:

- results of laboratory, instrumental diagnostic methods;
- the patient's condition, severity of the disease;
- degree of maturity of the cervix;
- development of secondary sexual characteristics in girls and adolescents

Contents of the academic discipline

No.	Name sections and topics disciplines (lectures and practical classes)	Auditory lessons				Total hours for classroom work	SIWT	Student's independent work	Used educational technologies, methods and methods of teaching	Models	Forms of current and border control academic performance
		Lectures	Seminars	Practical lessons	Laboratory works						
1	Organizational problems of obstetrics and gynecology. Obstetric terminology and concepts. Menstrual cycle.	4		4		8	4	4	lecture using video materials; exercise using a simulator; independent development of practical skills	H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts	Assessment of the development of practical skills (abilities). Control questions.
2	Obstetric and gynecological examination.	4		4		8	4	4	lecture-visualization, exercise using a simulator; independent development of practical skills	1019960 [101996 0] advanced simulator for training in gynecological examination of the pelvic area. Model of the pelvis.	Assessment of the development of practical skills (abilities). Control questions.
3	Physiology of pregnancy. Intrauterine physiology of the fetus.	4		4		10	4	4	lecture using video materials; exercise using a simulator	Dummy embryos and fetuses.	Exercise using simulators. Control questions.

	Conception/implantation. Fetal physiology, blood circulation. Early development of the human embryo.			2				<i>exercise using a simulator</i>	<i>H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts. Dummy embryos and fetuses.</i>	<i>Exercise using simulators. Control questions.</i>
	Amniotic fluid – formation, function. Structure and anomalies of the placenta.			2				<i>exercise using a simulator</i>	<i>P90PN [102287 9] childbirth simulator advanced version. Model of the placenta.</i>	<i>Exercise using simulators. Control questions.</i>
	Physiological changes during pregnancy. Diagnosis of pregnancy			2				<i>exercise using a simulator</i>	<i>H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts</i>	<i>Exercise using simulators. Testing</i>
4	Physiological birth.	4		4	8	4	4	<i>lecture-visualization; exercise using a simulator</i>	<i>W45177 [101273 2] Childbirth simulator with additional newborn</i>	<i>Exercise using simulators. Control questions.</i>

	Management of physiological labor in accordance with clinical protocols. Partograph.			2		18	4	4	<i>exercise using a simulator; Case-based learning (CBL)</i>	W45177 [101273 2] Childbirth simulator with additional newborn	Assessment of the development of practical skills (abilities). Solving situational problems
	First stage of labor. Mechanism of childbirth. Pain relief during childbirth.			4					<i>exercise using a simulator; Case Based Learning (CBL)</i>	W45177 [101273 2] Childbirth simulator with additional newborn	Assessment of the development of practical skills (abilities). Solving situational problems
	Second stage of labor.			4					<i>exercise using a simulator; Case-based learning (CBL)</i>	W45177 [101273 2] Childbirth simulator with additional newborn	Assessment of the development of practical skills (abilities). Solving situational problems
	Third stage of labor. Active management of the third stage of labor.			4					<i>exercise using a simulator; Case-based learning (CBL)</i>	W45177 [101273 2] Childbirth simulator with additional newborn	Assessment of the development of practical skills (abilities). Solving situational problems
5	Physiological postpartum period. Physiology of breastfeeding.	4		4		8	4	4	<i>lecture using video materials; exercise using a simulator; research-based learning (RBL)</i>	H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts	Testing. Analysis of clinical cases.

6	Introduction to gynecology. Nonspecific inflammation of the female genital organs.	4		4		8	4	4	lecture using video materials; exercise using a simulator; Role-playing game: "PID". Sequential chain technique.	H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts	analysis of clinical cases. Control questions.
7	Menstrual irregularities. Amenorrhea. Abnormal uterine bleeding.	4		4		8	4	4	problem lecture; exercise using a simulator; problem-based learning (PBL);	H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts	exercises using a simulator. Control questions.
8	Contraception.	4		4		8	4	4	lecture using video materials; exercise using a simulator; role-playing game "Doctor-patient"	H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts. IUD.	exercises using a simulator. Control questions.
9	Infertility (female, male).	4		4		8	4	4	problem lecture; exercise using a simulator; problem-based learning (PBL); Case-based learning (CBL)	H10 [100028 1] model of the female pelvis, in the middle section there are 2 parts	Testing. Assessment of the development of practical skills (abilities). Solving situational problems
	Total 5th semester	36		5 4		90	3 0	3 0			Test/Credit

Methodological recommendations for practical exercises.

Practical classes are held after lectures and are explanatory, generalizing and consolidating character. They can be carried out not only in the classroom, but also outside the educational institution.

During practical classes, students perceive and comprehend new educational material. Practical classes are systematic, regularly following each lecture or two or three lectures.

Practical classes are carried out according to the schedule of the educational process and independent work of students in the disciplines.

When preparing for practical classes, it is necessary to study in advance the methodological recommendations for its implementation. Pay attention to the purpose of the lesson, the main questions to prepare for the lesson, and the content of the topic of the lesson.

Before each practical lesson, the student studies the practical lesson plan with a list of topics and questions, a list of literature and homework on the material presented for the practical lesson. The following scheme of preparation for the seminar lesson is recommended for the student:

1. work through lecture notes;
2. read the basic and additional literature recommended for the section being studied;
3. answer questions from the practical lesson plan;
4. study the topic and select literature for writing abstracts, reports, etc.

Plan for organizing student's independent work

No.	Topic of student's independent work:	Assignment for SIW	Recommended literature	Deadlines delivery (week number)
5th semester				
1.	Levels of regulation of the menstrual cycle. The role and function of LH, FSH. The role of the hypothalamus and pituitary gland. The role and function of estrogen and progesterone. Hormone production in different age periods.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 24-33. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 26-35. 3. Gynecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.19-42.	2
2.	Four external dimensions of the pelvis, measurement of the Solovyov index. Four planes of the pelvis, dimensions of each plane	Abstract, presentation, report preparation	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 30-46. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 22-28.	3

3.	Leopold's techniques. Position and appearance of the fetus. Dimensions of the fetal head, sutures and fontanelles.	Abstract, presentation, preparation on models.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 49-66. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 35-72.	4
4.	The process of conception and implantation. Fetal physiology. Early development of the human embryo.	Abstract, presentation, preparation on models.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 76-97. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 73-103.	5
5	Formation of amniotic fluid, function. Development of the placenta and its functions. Periods of embryogenesis. The structure and main functions of the placenta, fetal membranes and umbilical cord.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 76-100. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 73-110.	6
6	Signs of pregnancy: doubtful, probable, reliable. Special methods for studying pregnant women.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 30-46, 148-165. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 22-28.	7
7	Dominant of labor activity. Preparing the mother's body for childbirth.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 108-141. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 105-134.	8
8	Management of physiological labor. Basic rules for filling out a partograph.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 221-270, 407-427. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 249-260, 278-283.	10
9	The process of dilation of the cervix in the first stage of labor. Clinic and management of the dilation period.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 221-270. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 249-260, 278-283.	11
10	Methods for determining the onset of labor. Clinic and principles of	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 221-270.	12

	managing the period of exile.		2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 249-260, 278-283.	
eleven	Third stage of labor. Signs of placental separation. Methods for isolating separated placenta. The concept of physiological and pathological blood loss. Methods for determining damage to the birth canal. Physiological postpartum period.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.542-562. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 693-695.	13
12	Tactics for managing a healthy full-term newborn after birth. Criteria for diagnosing prematurity and its main causes. Preventive measures carried out in the maternity ward and the rationale for their importance.	Abstract, presentation, preparation of the report.	1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.586-661. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 633-640.	14
13	Methodology for conducting gynecological examination. Nonspecific inflammation of the female genital organs.	Abstract, presentation. Preparation on dummies.	1. Gynecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.45-65 2. William's gynecology. Third ed. 2016; p.2-50	15
14	Amenorrhoea. Abnormal uterine bleeding.	Abstract, presentation, report preparation.	1. Gynecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.90-102 2. William's gynecology. Third ed. 2016; p. 180-202	16
15	Contraception and its types. Indications, contraindications, advantages and disadvantages of methods. Hormonal methods of contraception.	Abstract, presentation, report preparation.	1. Gynecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.118-130 2. William's gynecology. Third ed. 2016; p. 105-137	17
16	Female and male infertility. Etiology. Pathogenesis. Prevention. Treatment. In vitro fertilization.	Abstract, presentation, report preparation.	1. Gynecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.151-169 2. William's gynecology. Third ed. 2016; p. 105-137	18

Methodological recommendations for preparing independent work

When studying the discipline “Obstetrics and Gynecology”, the following types of independent work of students are used:

- studying theoretical material from lecture notes and recommended textbooks, educational literature, reference sources;
- independent study of some theoretical issues not covered in lectures, writing abstracts, preparing presentations;

Students are invited to read and meaningfully analyze monographs and scientific articles on obstetrics and gynecology. The results of working with texts are discussed in practical classes.

To develop independent work skills, students must complete assignments, independently turning to educational, reference and scientific-methodological literature. Testing the completion of assignments is carried out both in practical classes with the help of students’ oral presentations and their collective discussion, and with the help of written independent work.

An abstract is a brief written summary of the content of a scientific work on a given topic. This is an independent research work where the student reveals the essence of the problem under study with elements of analysis on the topic of the essay.

Presents various points of view, as well as his own views on the problems of the topic of the essay. The content of the abstract should be logical, the presentation of the material should be of a problem-thematic nature.

Requirements for writing an abstract:

The volume of the abstract can range from 9-10 printed or handwritten pages.

Main sections: table of contents (outline), introduction, main content, conclusion, bibliography.

The text of the abstract must contain the following sections:

- title page indicating: name of the university, department, topic of the abstract, full name of the author and full name of the teacher

–introduction, relevance of the topic

–main section

–conclusion (analysis of literature search results)

conclusions

–the list of references must have at least 10 bibliographic titles, including network resources.

The text part of the abstract is drawn up on a sheet of paper in the following format:

–top margin – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm;

–text font: Times New Roman, font height – 14, space – 1.5;

–Page numbering is at the bottom of the sheet. There is no number on the first page.

The abstract must be completed competently in compliance with the culture of presentation. There must be references to the literature used, including periodical literature for the last 5 years.

Abstract evaluation criteria:

–Relevance of the research topic;

–relevance of the content to the topic;

- depth of material elaboration;
- correctness and completeness of development of the questions posed;
- the significance of the findings for further practical activities;
- correctness and completeness of use of literature;
- compliance of the abstract design with the standard;
- the quality of the message and answers to questions when defending the abstract.

A report is a type of brief but informative message about the essence of the issue under consideration, various opinions about the subject being studied. In some cases, it is allowed to present the author's own point of view within the framework of thematic issues.

Requirements for the report:

The volume should not exceed five printed pages.

A quality report has four main structural elements:

- 1) introduction;
- 2) introduction (at this stage the speaker must interest the audience, formulate the relevance and novelty of the research, emphasize the importance and purpose of the work performed);
- 3) the main part (it talks about the research methods used, the work done, and analyzes the results obtained);
- 4) conclusion (summarizing the results of the work).

The text part of the report is drawn up on a sheet of the following format:

- top margin – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm;
- text font: Times New Roman, font height – 14, space – 1.5;
- Page numbering is at the bottom of the sheet. There is no number on the first page.

Criteria for evaluation:

- timeliness of submission;
- compliance with the requirements;
- depth of material elaboration;
- relevance of the content to the topic;
- correctness and completeness of use of the source.

List of basic and additional literature

Basic literature

Authors	Year of publication
Basic	
1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed.	2017.
2. Willams obstetrics. F. Gary Cunningham. 22nd ed.	2005.
3. Gynecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed.	2017.
4. William's gynecology. Third ed.	2016.
Additional	
1. Textbook of gynecology Shaw. 17th edition.	2021.

2. Haker NF et al. Essentials of Obstetrics and Gynecology. 6th ed.	2016.
3. K. Farington. Labor ward management. Royal College of Physicians. 5th ed.	2019
4. The act of introducing the dissertation materials on the study of the etiopathogenetic aspects of hypogalactia in postpartum women and the development of methods for its correction into the content of the 5th semester lecture material on the topic: "Physiological postpartum period. Physiology of breastfeeding". https://www.dissercat.com/content/etiopathogeneticheskie-aspekty-gipogalaktiki-u-rodilnits-i-razrabotka-metodov-ee-korreksii	2023-24

Monitoring and evaluation of learning outcomes

Each module is assessed using a 100-point system. Maximum score 100.

A student is allowed to take the final test if he has a total score in discipline 60 or more points.

Scoring Criteria	Module 1	Module 2
Attendance	20 points	20 points
Classroom work (activity in discussions, oral questioning, work in groups, etc.)	20 points	20 points
Independent work: abstract, report	20 points	20 points
Total for the module (testing, situational task)	40 points	40 points
Total for the discipline (test):	100 points	100 points

Evaluation criteria:

Criteria for assessing the practical lesson:

- an "excellent" grade is given to a student if he has knowledge of the discipline in the full scope of the program and comprehends the discipline deeply enough; independently, in a logical sequence and exhaustively answers all questions, emphasizing the most essential, is able to analyze, compare, classify, generalize, concretize and systematize the studied material, highlight the main thing in it;
- "good" rating: the student has knowledge of the discipline almost in full of the program (there are knowledge gaps only in some sections); independently and partly with leading questions, gives complete answers to the ticket questions; does not always highlight the most significant, but at the same time does not make serious mistakes in the answers;
- a "satisfactory" grade is given in cases where the student has the basic body of knowledge in the discipline; shows difficulty in answering independently, uses imprecise formulations; in the process of answering, errors are made regarding the substance of the questions;

- an “*unsatisfactory*” grade is given in cases where the student has not mastered the required minimum knowledge of the subject and is unable to answer the questions on the ticket even with additional leading questions from the teacher.

Criteria for assessing practical skills:

- The “*excellent*” rating is given when all stages of the obstetric and gynecological examination are carried out thoroughly and systematically. Having clear and professional communication with the patient during the examination. The student has a thorough understanding of the obstetric and gynecological aspects being studied, including the analysis of specific symptoms and their interpretation.

- A “*good*” rating is given when the basic steps of an obstetric and gynecological examination are competently performed, and effective interaction with the patient ensures understanding and trust. With the ability to identify the main symptoms and conduct appropriate analysis.

- A “*satisfactory*” rating is given when performing the main stages of an obstetric and gynecological examination, but with some shortcomings, with some misunderstandings or failures in communication with the patient. With basic knowledge of symptoms and their interpretation.

- An “*unsatisfactory*” grade is given if the student makes serious errors or omissions in conducting an obstetric-gynecological examination, as well as if there are problems in communication that may cause difficulty or even dissatisfaction in the patient during the examination.

Criteria for assessing abstracts:

- an “*excellent*” grade is given to the student if the topic of the essay is fully covered, excellent mastery of the material is demonstrated, the appropriate sources are used in the right quantity, the structure of the work corresponds to the assigned tasks, the degree of independence of the work is high;

- a “*good*” grade is given to the student if the topic of the essay is basically covered, good mastery of the material is demonstrated, appropriate sources are used, the structure of the work basically corresponds to the assigned tasks, the degree of independence is average;

- a “*satisfactory*” grade is given to the student if the topic of the essay is poorly covered, satisfactory mastery of the material is demonstrated, the sources used and the structure of the work partially correspond to the assigned tasks, the degree of independence of the work is low;

- an “*unsatisfactory*” grade is given to the student if the topic of the essay is not covered, poor mastery of the material is demonstrated, the sources used are insufficient, the structure of the work does not correspond to the assigned tasks, the work is not independent.

Project evaluation criteria:

- A grade of “*excellent*” is given to students if the project demonstrates outstanding depth of research into obstetrics and gynecology issues and aspects of the topic, presenting innovative research approaches. Effective public education emphasizes creativity and originality of the project, as well as active community involvement.

The organization and structure of the project is highly organized, logically structured, ideas are clearly and professionally expressed

- a *“good” grade* is given to students if the project demonstrates a good depth of research into obstetric and gynecological issues and aspects, supported by specific facts and data. The effectiveness of education is significant, but there is room for further improvement. The presence of creative elements gives the project originality, but some aspects may require additional development. Community involvement is positive but can be more intense. The organization and structure of the project is generally good, but some areas may require improvement.

- a *“satisfactory” grade* is given to students if the project meets the minimum requirements for the study of obstetric and gynecological issues and aspects, but needs additional development. The effectiveness of education is at a basic level and the project can be improved in this area. The project contains elements of creativity, but they can be supplemented and deepened. Community involvement could be more active. The organization and structure of the project needs additional attention to improve clarity and consistency.

- an *“unsatisfactory” grade* is given to students; the project does not meet basic standards and does not provide sufficient depth in the study of obstetric and gynecological issues. The effectiveness of education is extremely limited, creativity and originality are lacking. Community involvement is insufficient or absent. The organization and structure of the project raise serious concerns, making it difficult to understand and disorganized.

Test evaluation criteria, MSQ:

- an *“excellent” mark* on testing is awarded to a student who provides correct, deep and clear answers, demonstrating a high level of knowledge and its practical application. Important factors are the student's ability to solve complex problems, be creative, and comply with test requirements. Criteria may vary, but the general requirement is outstanding understanding and successful application of course material (with a score of 90 or more correct answers).

- a *“good” mark* on testing is given to a student if he has demonstrated good knowledge of the subject, provided correct answers, clearly and clearly expressed his thoughts, and also successfully completed the main aspects of the test tasks. This score may also reflect the student's ability to apply acquired knowledge in various situations and effectively use the taught skills within the test tasks (with a number of correct answers from 76 to 89).

- a *“satisfactory” test grade* is assigned to a student who has demonstrated a basic understanding of the subject, provided answers that meet the minimum requirements, and successfully completed the main elements of the test. This score may indicate that the student has mastered the basics of the material, but may not have achieved a high level of depth of knowledge or was unable to cope with more complex aspects of the items (with 60 to 75 correct answers).

- an *“unsatisfactory” mark* on testing is given to a student if his knowledge of the subject is insufficient, the answers contain significant errors or do not meet the minimum requirements, and also if the student has not coped with the main aspects of the test. This assessment indicates an unsatisfactory level of mastery of the

material and the inability to apply knowledge within the framework of test tasks (if he gave up to 59 correct answers inclusive).

Scale of correspondence between grades and points on the final control (exam)	
Points	Grade
90-100	"Excellent"
76-89	"Good"
60-75	"Satisfactorily"
0-59	"Unsatisfactory"

Academic discipline policy:

- compulsory attendance at classes;
- active participation of the student in practical classes;
- preliminary preparation and completion of homework;
- high-quality and timely completion of tasks SIW;
- participation in all types of control (current, milestone, final);
- one lateness to classes and/or leaving before their end for any reason is considered as one missed lesson that cannot be restored;
- unacceptable: the use of cell phones during classes, deception and plagiarism, late submission of assignments, failure to comply with chain of command and rules of conduct.

Assist:

For consultations on completing independent work (SIW/SIWT), their delivery and defense, as well as for additional information on the material covered and all other questions that arise regarding the course being taught, please contact the teacher during the hours allocated for SIWT.