



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

in the discipline "Obstetrics and Gynecology"
for students in specialty 560001 "General Medicine"

| | |
|---|-----------|
| Form of education | full-time |
| Course | 3 |
| Semester | 6 |
| Exam | 6 |
| Total credits according to the curriculum | 3 |
| Total hours according to the curriculum | 90 |
| Lectures | 18 |
| Practical exercises | 36 |
| Independent work | 36 |

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 | Quantity academic hours | | Number of hours for independent work | | Total hours | Number of modules |
|--------|----------|-----------------|-------------------------|-------------------|--------------------------------------|----|-------------|-------------------|
| | | | Lectures | Practical classes | | | | |
| 3 | 6 | 18 | 18 | 36 | 18 | 18 | 90 | 2 |

Abstract of the 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.

Purpose and objectives of the discipline:

The purpose 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.

Objectives of the discipline:

- 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;
- 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 (IUC) 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

| № | Name sections and topics disciplines (lectures and practical classes) | Auditory lessons | | | | Total hours for classroom work | IWST | IWS | Used educational technologies, methods and methods of teaching | Models | Forms of current and border control academic performance |
|---|---|------------------|----------|-------------------|------------|--------------------------------|------|-----|--|---|---|
| | | lectures | seminars | practical lessons | laboratory | | | | | | |
| 1 | Gestational toxicosis. Miscarriage. Abortion. | 2 | | 4 | | 6 | 2 | 2 | lecture using video materials; exercise using a simulator; Case Based Learning (CBL); role-playing game "Doctor-patient" | W45177 [101273 2] Childbirth simulator with an additional newborn | Control questions. Analysis of clinical cases. Exercise using a simulator |
| 2 | Ectopic pregnancy. Premature birth. Post-term pregnancy. | 2 | | 4 | | 6 | 2 | 2 | lecture-visualization; exercise using a simulator; Case Based Learning (CBL) | W45177 [101273 2] Childbirth simulator with an additional newborn | Control questions. Analysis of clinical cases. Exercise using a simulator |
| 3 | Narrow pelvis and its varieties. C-section. | 2 | | 4 | | 6 | 2 | 2 | problem lecture; exercise using a simulator; problem-based learning (PBL); Pirogov's table | W45177 [101273 2] Childbirth simulator with additional newborn. Pelvis model, pelvis gauge. | Control questions. Analysis of clinical cases. Exercise using a simulator |

| | | | | | | | | | | | |
|---|--|---|--|---|--|---|---|---|---|---|--|
| 4 | Malposition. Anomalies of labor | 2 | | 4 | | 6 | 2 | 2 | <i>problem lecture; exercise using a simulator; problem-based learning (PBL); Case Based Learning (CBL)</i> | W45177 [101273 2] <i>Childbirth simulator with an additional newborn</i> | <i>Control questions. Analysis of clinical cases. Exercise using a simulator</i> |
| 5 | Pathology of placenta localization. Placenta previa. Premature abruption of a normally located placenta. | 2 | | 4 | | 6 | 2 | 2 | <i>lecture-visualization; exercise using a simulator; Case Based Learning (CBL)</i> | W45177 [101273 2] <i>Childbirth simulator with an additional newborn</i> | <i>Control questions. Analysis of clinical cases. Exercise using a simulator</i> |
| 6 | Examination methods in gynecology. Regulation of the menstrual cycle. | 2 | | 4 | | 6 | 2 | 2 | <i>lecture using video materials; exercise using a simulator; Case Based Learning (CBL)</i> | H10 [100028 1] <i>model of the female pelvis, 2 parts in the median section</i> | <i>analysis of clinical cases. Exercise using a simulator</i> |
| 7 | Abnormal uterine bleeding Amenorrhea. | 2 | | 4 | | 6 | 2 | 2 | <i>lecture-visualization; exercise using a simulator</i> | W44535 [100572 3] <i>gynecological exercise machine Eva</i> | <i>Control questions. Exercise using a simulator</i> |
| 8 | Inflammatory diseases of the pelvic organs. Sexually transmitted infections. | 2 | | 4 | | 6 | 2 | 2 | <i>lecture-visualization; RBL science-based learning; exercise using a simulator;</i> | H10 [100028 1] <i>model of the female pelvis, 2 parts in the</i> | <i>Control questions. Exercise using a simulator</i> |

| | | | | | | | | | | | |
|---|---|-----------|--|-----------|--|-----------|-----------|-----------|--|---|--|
| | | | | | | | | | <i>Role play: Acute PID. Complicated course. Modified brainstorming technique</i> | <i>median section</i> | |
| 9 | Polycystic ovary syndrome. Post-ovariectomy syndrome. | 2 | | 4 | | 6 | 1 | 1 | <i>lecture using video materials; exercise using a simulator; scientifically oriented training (RBL)</i> | <i>W44535 [100572 3] gynecological exercise machine Eva</i> | <i>Control questions. Exercise using a simulator</i> |
| | Total 6 semester | 18 | | 36 | | 54 | 18 | 18 | | | Exam |

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 the questions of the practical lesson plan;
4. study the topic and select literature for writing abstracts, reports, etc.

Plan for organizing student independent work

| № | Topic of student's independent work: | Assignment for IWS | Recommended literature | Due dates |
|----------|---|---------------------------|-------------------------------|------------------|
|----------|---|---------------------------|-------------------------------|------------------|

| | | | | (week number) |
|---------------------|---|---|---|---------------|
| 6th semester | | | | |
| 1. | Gestational toxicosis. Miscarriage. Spontaneous abortion (spontaneous miscarriage) | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.117-128 2. William's gynecology. Third ed. 2016; p. 137-151 | 1 |
| 2. | Abortion. Manual vacuum aspiration. Medical abortion. Premature birth | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.117-128 2. William's gynecology. Third ed. 2016; p. 137-151 3. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.240-261. 4. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 855-870. | 1 |
| 3. | Post-term pregnancy. Induction of labor in post-term pregnancy | Abstract, presentation, report preparation. | 1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.387-391. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 881-890. | 2 |
| 4. | Ectopic pregnancy. Progressive tubal pregnancy. Tubal rupture due to impaired tubal pregnancy, cervical pregnancy. | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.109-121. 2. William's gynecology. Third ed. 2016; p. 160-180 | 2 |
| 5 | Variants of the structure of the pelvis. Narrow pelvis and its varieties. Management of childbirth. C-section. | Abstract, presentation, report preparation. | 1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.387-391. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 587-600. | 3 |
| 6 | Breech presentation of the fetus. Malposition. Transverse, oblique position of the fetus. Management of childbirth. | Abstract, presentation, report preparation. | 1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.192-212. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 565-587. | 3 |
| 7 | Incorrect insertion of the fetal head. Extensor insertions of the fetal head. Management of childbirth. | Abstract, presentation, report preparation. | 1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.199-237, 436-450. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 495-557. | 3 |

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|----|--|---|--|---|
| 8 | Anomalies of labor. Weakness and incoordination of labor. Complications of childbirth. | Abstract, presentation, report preparation. | 1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.430-440. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 535-547. | 3 |
| 9 | Pathology of placenta localization. Placenta previa. Premature abruption of a normally located placenta. | Abstract, presentation, report preparation. | 1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p.497-505. 2. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 351-358. | 4 |
| 10 | Examination methods in gynecology. Anamnesis. Special examination methods. | Abstract, presentation, report preparation. | 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. | 1 |
| 11 | Regulation of the menstrual cycle. Structure and functions of reproductive organs | Abstract, presentation, report preparation. | 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. | 1 |
| 12 | Developmental disorders of the reproductive system. Premature sexual development. Lack of sexual development. Malformations of the genital organs. | Abstract, presentation, report preparation. | 1. Obstetrics by ten teachers. Louise C Kenny, Jenny E Myers. 20th ed. 2017; p. 19-45. 2. The Johns Hopkins Manual of Gynecology and Obstetrics 2nd ed. 2002; p.65-68. 3. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.77-87 4. William's gynecology. Third ed. 2016; p. 323-340 | 2 |
| 13 | Menstrual irregularities. Inflammatory diseases of the pelvic organs | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.45-65 2. William's gynecology. Third ed. 2016; p.2-50 | |
| 14 | Abnormal uterine bleeding. Conservative and surgical treatment for bleeding. | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p. 49-67. 2. William's gynecology. Third ed. 2016; p. 289-300. | 2 |

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|----|--|---|---|---|
| 15 | Amenorrhoea. Primary and secondary amenorrhoea. | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p. 68-77. 2. William's gynecology. Third ed. 2016; p.386-368. | 3 |
| 16 | Hyperprolactinemia syndrome. Polycystic ovary syndrome. | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p. 73-87, 154-175. 2. William's gynecology. Third ed. 2016; p.386-400, 417-427. | 3 |
| 17 | Premenstrual syndrome. Dysmenorrhoea. Menopausal syndrome. | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p. 90-97. 2. William's gynecology. Third ed. 2016; p.302-303, 471-499. | 4 |
| 18 | Posthysterectomy syndrome. Post-ovariectomy syndrome. | Abstract, presentation, report preparation. | 1. Gynaecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p. 238-250. 2. William's gynecology. Third ed. 2016; p.722-768. | 4 |

Methodological recommendations for preparing independent work

When studying the discipline "Pathological 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, with writing abstracts and 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 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 literary sources 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:

- indentation at the top – 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;
- correspondence 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 the use of literature;
- compliance of the abstract design with the standard;
- quality of communication and answers to questions when defending an 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:

- indentation at the top – 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.

Evaluation criteria:

- timely presentation;
- compliance with the requirements;
- depth of material elaboration;
- correspondence of the content to the topic;
- correctness and completeness of use of the source.

Requirements for presentation design:

- The presentation is created on the specified topic;
 - The volume of the presentation is at least 15 slides;
 - The background of the slides is plain or corresponds to the theme of the presentation;
 - Align text width, headings – centered;
 - Text font on the slide – 28-30 pt;
 - Use drawings when describing the surgical technique;
 - You can use video clippings that demonstrate key points of the material;
 - When creating a presentation, you can use both recommended literature and Internet resources indicating the source of information on the last slide;
- When defending, the clarity of the presentation, the content and compliance of the material with the topic of the presentation are taken into account.

List of basic and additional literature

Main literature

| Authors | Year of publication |
|--|----------------------------|
| <i>Main</i> | |
| 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 |
| <i>Additional</i> | |
| 1. Textbook of gynaecology Shaw. 17th edition. | 2021 |
| 2. Haker N.F. et al. Essentials of Obstetrics and Gynecology. 6 th ed. | 2016 |
| 3. K.Farington. Labour ward management. Royal College of Physicians. 5th ed. | 2019 |
| 4. The act of introducing an article on the study of methods of diagnosis and treatment of women of reproductive age with surgical menopause after operations on the uterine appendages into the content of the 6th semester lecture material on the topic: “Post-ovariectomy syndrome.” https://cyberleninka.ru/article/n/vliyanie- | 2023-24 |

[subtotalnoy-ovarioektomii-na-kachestvo-zhizni-zhenschin-reproduktivnogo-vozrasta/viewer](https://vak.kg/d_14_21_637/topchubaeva-tynargul-madaminovna/)

5. The act of introducing the dissertation materials on the study of etiopathogenetic features and methods of treating disorders of the vaginal biocenosis under the action of pathogenic factors into the content of the 6th semester lecture material on the topic: “Inflammatory diseases of the pelvic organs. Sexually transmitted infections.” https://vak.kg/d_14_21_637/topchubaeva-tynargul-madaminovna/

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.

Presentation evaluation criteria:

An “excellent” grade is given to a student if:

- the presentation corresponds to the topic of independent work;
- a title slide with a title (topic, goals, plan, etc.) is designed;
- the formulated topic is clearly presented and structured;
- graphic images (photos, pictures, etc.) corresponding to the topic were used;
- style, colors, animation and sound are used;
- the work is completed and submitted on time.

A “good” grade is given to a student if:

- the presentation corresponds to the topic of independent work;
- a title slide with a title (topic, goals, plan, etc.) is designed;
- the formulated topic is not entirely clearly stated and structured;

- graphic images (photos, pictures, etc. of low image quality) relevant to the topic were used;
- the work is completed and submitted on time.

An “unsatisfactory” grade is given if the work is not completed or contains material that is not relevant to the question. In all other cases, the work is rated “satisfactory.”

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 under CDS;
- 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.

Help:

For consultations on completing independent work (IWS/IWST), 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 IWST.