



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	4
Semester	7
Credit	7
Total credits according to the curriculum	4
Total hours according to the curriculum	120
Lectures	36
Practical exercises	36
Independent work	48

Syllabus developers:  
PhD Bekibaeva B.S.  
Sultangazieva M.B

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:**

Sultangazieva M.B

**tel.: 0770 787677(WhatsApp)**

**e-mail:** merishka1302@gmail.com

**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				
4	7	18	36	36	24	24	120	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	Organizational problems of obstetrics and gynecology. Obstetric terminology and concepts. Obstetric and gynecological examination.	2		4		6	2	2	lecture using video materials;	[1019960] advanced simulator for training gynecological examination of the pelvic area	Assessment of the development of practical skills (abilities)
2	Menstrual cycle. Physiology of pregnancy. Intrauterine physiology of the fetus.	2		4		6	2	2	lecture-visualization;	H10 [1000281] model of the female pelvis, in the middle section of 2 parts	Testing, control work. Assessment of the development of practical skills. Solving situational problems
3	Physiological birth. Physiological postpartum period.	2		4		6	2	2	lecture using video materials	P90PN [1022879] childbirth simulator advanced version	classes using simulators, simulators.
4	The physiology of newborns. Criteria for assessing the condition of a newborn and primary care. Diagnostic criteria of live birth, prematurity, and postterm. The physiology of breastfeeding.	2		4		6	2	2	lecture-visualization;	W45177 [1012732] Childbirth simulator with an additional newborn	Testing. Control work. Assessment of the development of practical skills. Solving situational problems

5	Introduction to gynecology: basic concepts and terminology, structure and variants of diseases and pathological conditions in gynecology: infectious and non-infectious pathology, pathology of the external genitalia and vagina, uterus and appendages. Menstrual cycle disorders. Amenorrhea. Dysfunctional uterine bleeding.	2		4		6	2	2	lecture using video materials	H10 [1000281] model of the female pelvis, in the middle section of 2 parts	analysis of clinical cases. Using computer training programs
6	Contraception. Surgical sterilization. Infertility (female, male). In vitro fertilization.	2		4		6	2	2	problem lecture	H10 [1000281] a model of the female pelvis, in the middle section of 2 parts of the lesson using simulators, simulators.	Testing. Control work. Assessment of the development of practical skills. Solving situational problems
7	Gestational toxicosis. Miscarriage of pregnancy. Spontaneous abortion (spontaneous miscarriage).	2		4		6	2	2	lecture using video materials	W45177 [1012732] Simulator of childbirth with an additional newborn	analysis of clinical cases. The use of computer training programs. Classes using simulators, simulators
8	Abortion. MVA. Medical abortion. Premature birth.	2		4		6	2	2	lecture-visualization	H10 [1000281] model of the female pelvis, in the	role-playing educational game. Classes using simulators, simulators

										middle section 2 parts	
9	Postdated pregnancy.	2		4		6	1	1	problem lecture	H10 [1000281] model of the female pelvis, in the median section of 2 parts	analysis of clinical cases. Using computer training programs
10	Ectopic pregnancy. Progressive tubal pregnancy. Rupture of the tube in case of impaired tubal pregnancy, cervical pregnancy.								problem lecture	H10 [1000281] model of the female pelvis, in the median section of 2 parts	analysis of clinical cases. Using computer training programs
11	Variants of the pelvic structure. The narrow pelvis and its varieties. Management of childbirth. Caesarean section.								lecture-visualization	W45177 [1012732] Simulator of childbirth with an additional newborn	<i>the method of small groups, a forum-type discussion of clinical cases. The use of computer training programs.</i>
12	Breech presentation of the fetus. Abnormal position of the fetus. The transverse, oblique position of the fetus. Management of childbirth.								lecture using video materials	H10 [1000281] model of the female pelvis, in the median section of 2 parts	<i>analysis of clinical cases. The use of computer training programs</i>
13	Anomalies of the fetal cephalic [cranial] presentation. Extension of fetal head. The management of labor.								problem lecture	W45177 [1012732] Simulator of childbirth with an additional newborn	<i>analysis of clinical cases. Classes using simulators, simulators</i>

14	Anomalies of labor activity. Weakness and discoordination of labor activity. Complications of childbirth.							problem lecture	W45177 [1012732] Simulator of childbirth with an additional newborn	<i>analysis of clinical cases. The use of computer training programs. Classes using simulators, simulators</i>
15	Pathology of placenta localization. Placenta previa. Premature detachment of a normally located placenta.							lecture using video materials	P90PN [1022879] childbirth simulator advanced version	<i>analysis of clinical cases. Testing. Control work. Assessment of the development of practical skills. Solving situational problems</i>
16	Methods of examination in gynecology. Anamnesis. Special examination methods. Regulation of the menstrual cycle. The structure and functions of the organs of the reproductive system							lecture using video materials	H10 [1000281] model of the female pelvis, in the median section of 2 parts	<i>analysis of clinical cases. Testing. Control work. Assessment of the development of practical skills. Solving situational problems</i>
17	Disorders of the reproductive system development. Premature sexual development. Lack of sexual development.							lecture-visualization	W44535[1005723] EVA Gynecological simulator	<i>analysis of clinical cases. Testing. Control work. Assessment of the development of practical skills. Solving situational problems</i>
18	Malformations of the genital organs.							lecture-visualization	H10 [1000281] model of the female pelvis, in the median section of 2 parts	<i>the small group method, a forum-type discussion. Classes using simulators, simulators</i>



	<b>Total 7 semester</b>	<b>1</b>	<b>3</b>	<b>54</b>	<b>1</b>	<b>18</b>			<b>Exam</b>
		<b>8</b>	<b>6</b>		<b>8</b>				

### **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**

<b>№</b>	<b>Topic of student's independent work:</b>	<b>Assignment for IWS</b>	<b>Recommended literature</b>	<b>Due dates (week number)</b>
<b>7th semester</b>				
1.	Obstetric and gynecological examination.	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.	Menstrual cycle. Physiology of pregnancy. Intrauterine physiology of the fetus.	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.	1

			4. Willams obstetrics. F. Gary Cunningham. 22nd ed. 2005; p. 855-870.	
3.	Physiological birth. Physiological postpartum period.	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.	The physiology of newborns. The physiology of breastfeeding.	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	Menstrual cycle disorders. Amenorrhoea. Dysfunctional uterine bleeding.	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	Contraception. Surgical sterilization. Infertility (female, male). In vitro fertilization.	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	Gestational toxicosis. Miscarriage of pregnancy. Spontaneous abortion (spontaneous miscarriage).	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
8	Abortion. MVA. Medical abortion. Premature birth.	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	Postdated pregnancy.	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	Ectopic pregnancy. Progressive tubal pregnancy..	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.	1

			3. Gynecology by Ten Teachers. H. Bickerstaff, Louise C Kenny. 20th ed. 2017; p.19-42.	
11	Variants of the pelvic structure. The narrow pelvis and its varieties. Management of childbirth. Caesarean section.	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	Breech presentation of the fetus. Abnormal position of the fetus. The 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. 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	Anomalies of the fetal cephalic [cranial] presentation. Extension of fetal head. The management of labor.	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	Anomalies of labor activity. Weakness and discoordination of labor activity. Complications of childbirth.	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
15	Pathology of placenta localization. Placenta previa. Premature detachment of a normally located placenta.	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	Methods of examination in gynecology. Anamnesis. Special examination methods. Regulation of the menstrual cycle. The structure and functions of the organs of the reproductive system	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	Disorders of the reproductive system development. Premature sexual development. Lack of sexual development.	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	Malformations of the genital organs.	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.” <a href="https://cyberleninka.ru/article/n/vliyanie-subtotalnoy-ovarioektomii-na-kachestvo-zhizni-zhenschin-reproduktivnogo-vozrasta/viewer">https://cyberleninka.ru/article/n/vliyanie-subtotalnoy-ovarioektomii-na-kachestvo-zhizni-zhenschin-reproduktivnogo-vozrasta/viewer</a>	2023-24
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.” <a href="https://vak.kg/d_14_21_637/topchubaeva-tynargul-madaminovna/">https://vak.kg/d_14_21_637/topchubaeva-tynargul-madaminovna/</a>	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
Independent work: abstract, report	20 points	20 points
Classroom work (activity in discussions, oral questioning, work in groups, etc.)	40 points	40 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).

<b>Scale of correspondence between grades and points on the final control (exam)</b>	
<b>Points</b>	<b>Grade</b>
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;
- 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.