

APPROVED ИТС ИФИБ

Protocol No. 3.1

dated 30.08.2024

**ACADEMIC COURSE OUTLINE**

**ГИНЕКОЛОГИЯ / GYNECOLOGY**

Educational program track (speciality) [1] 31.05.01 General Medicine

<b>Semester</b>	<b>Labour input, credits</b>	<b>Total course academic, hours</b>	<b>Lectures, hrs.</b>	<b>Practical sessions, hrs.</b>	<b>Laboratory sessions, hrs.</b>	<b>In the form of practical studies, hrs.</b>	<b>Independent studies, hrs.</b>	<b>Independent studies monitoring, hrs.</b>	<b>Course progress, Exam/Pass-fail exam/Term</b>
10	3	108	16	40	0		16	0	Ex
9	2	72	10	20	0		42	0	PFE
Total	5	180	26	60	0	60	58	0	

## **ABSTRACT**

The program of the discipline is based on the requirements for the results of mastering the specialty program. The graduate (general practitioner) must be ready to solve the problems of diagnosis, treatment and prevention of diseases. In the process of mastering the discipline, students acquire knowledge, skills and abilities on the age characteristics and pathology of the female body, diagnosis, treatment and prevention of female diseases.

### **1. ACADEMIC COURSE GOALS AND OBJECTIVES**

The purpose of studying the discipline:

the formation of competencies in the diagnosis, treatment and prevention of major diseases of the female genital organs.

Objectives of the discipline:

- to form a system of knowledge about the causes, pathogenesis, clinical manifestations, methods of diagnosis, treatment and prevention of gynecological diseases;
- to form a willingness to identify the main pathological conditions, symptoms and syndromes, nosological forms of gynecological diseases, to formulate a preliminary diagnosis;
- to develop the skills and abilities of drawing up an examination and treatment plan for gynecological diseases, interpreting the results of additional studies in accordance with clinical recommendations in order to establish a diagnosis;
- develop the skills to provide medical care to women when identifying signs of urgent and life-threatening conditions;
- to develop the skills and abilities to choose rational medical, non-medicinal and other types of treatment for diseases of the female genital area, taking into account the severity of the disease and in accordance with clinical recommendations; the ability to assess the effectiveness and safety of the prescribed treatment;
- to develop skills and abilities in the implementation of medical rehabilitation programs, preventive measures aimed at preventing the development of gynecological diseases, complications, and relapses;
- to develop clinical thinking, the ability to work with scientific literature, regulatory documents in the field of obstetrics and gynecology, and medical records management.

### **2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM**

The discipline is implemented as part of the main part of the educational program. It is based on the knowledge, skills and abilities acquired during the study of such disciplines as normal and pathological anatomy, normal and pathological physiology, cytology and embryology, topographic anatomy and operative surgery, medical microbiology and virology, immunology, pharmacology, propaedeutics of internal diseases, radiation diagnostics, general surgery, obstetrics.

The knowledge, skills and abilities acquired as a result of mastering the discipline are necessary for the subsequent successful development of such disciplines as polyclinic therapy, internal diseases, surgical diseases, obstetric and gynecological practice, industrial practice "Polyclinic business" and other clinical disciplines.

### 3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

<b>Competency code and title</b>	<b>Code and title of competency-based rubrics</b>
<p>OPIK-4 [1] – Capable of using medical devices stipulated by the medical care procedures, as well as conducting patient examination for diagnosis establishment.</p>	<p>3-OPIK-4 [1] – Know: - modern diagnostic instrumental examination methods for patients, including functional, radiological, ultrasound, radionuclide diagnostics, and endoscopy; - diagnostic capabilities of instrumental examination methods; - medical devices stipulated by the procedure for providing medical care to the adult population in the "Therapy" specialty, and the equipment standard for a therapeutic room; - main medical devices stipulated by the procedures for providing medical care to the adult population in major surgical specialties, obstetrics, and gynecology; - indications for referring patients for instrumental examinations and functional diagnostics; - techniques for physical examination of patients using medical devices stipulated by procedures and considering medical care standards</p> <p>Y-OPIK-4 [1] – Be able to: - use medical devices stipulated by the medical care procedure; - determine the required volume and content of instrumental and functional diagnostics to establish a diagnosis; - interpret results of the most common functional and instrumental diagnostic methods</p> <p>B-OPIK-4 [1] – Possess skills in: - using basic medical devices (stethoscope, blood pressure monitor, sphygmomanometer, pulse oximeter, height-weight scale, measuring tape, neurological hammer, scalpel, forceps, and other devices); - operating electrocardiographs and devices for measuring external respiratory function; - interpreting results of the most common functional and instrumental diagnostic methods</p>
<p>OPIK-6 [1] – Capable of organizing general nursing, providing primary medical care, ensuring the organization of work and making professional decisions in emergencies at the pre-hospital stage, in emergency situations, epidemics and in areas of mass destruction</p>	<p>3-OPIK-6 [1] – Know: - a set of measures for general nursing with diseases of various organs and systems; Signs of clinical and biological death; - indications for patient hospitalization for the most common diseases with typical progression.</p> <p>Y-OPIK-6 [1] – Be able to: - organize care for patient when providing medical care in an outpatient setting; - determine the need for patient hospitalization; - ensure the organization of work in emergency situations, epidemics, and in mass casualty zones.</p> <p>B-OPIK-6 [1] – Possess skills in: - general care of a patient (general nursing); - providing first aid; - making medical decisions in emergencies at the prehospital stage, including in emergency situations, epidemics, and in mass casualty zones.</p>
<p>OPIK-7 [1] – Capable of prescribing treatment and monitoring its effectiveness and safety.</p>	<p>3-OPIK-7 [1] – Know: - pharmacological groups of medicinal drugs and their intended purposes; - mechanisms of action of pharmacological and non-pharmacological treatments, indications and contraindications for their use, side effects, and complications caused by their application; - methods for</p>

	<p>monitoring the effectiveness and safety of various treatment approaches.</p> <p>Y-OPIK-7 [1] – Be able to: - make rational choices for pharmacological and non-pharmacological treatments based on clinical guidelines and in accordance with medical care standards; - develop a treatment plan for a disease or condition considering the diagnosis, age, disease course characteristics, and comorbidities, based on clinical guidelines and medical care standards; - prescribe medications, medical devices, and therapeutic nutrition considering the diagnosis, age, disease course characteristics, and comorbidities, based on clinical guidelines and medical care standards; - justify prescribed pharmacological and non-pharmacological treatments; - evaluate the effectiveness and safety of medications, medical devices, therapeutic nutrition, and other treatment methods.</p> <p>B-OPIK-7 [1] – Possess skills in: - administering medications through various routes of administration; - developing treatment plans for diseases or conditions considering diagnosis, age, disease course characteristics, and comorbidities; - assessing the effectiveness and safety of prescribed treatments.</p>
<p>OPIK-8 [1] – Capable of implementing and monitoring the effectiveness of medical rehabilitation of patients, including during the implementation of individual rehabilitation and habilitation programs for persons with disabilities, and to assess patients' capacity for work.</p>	<p>3-OPIK-8 [1] – Know: - signs of temporary disability and persistent disorders of body functions leading to limitations in life activities; - procedures for conducting temporary disability examinations; - procedures for referring patients for medical and social expertise; - the concept of "Individual Rehabilitation and Habilitation Program for Persons with Disabilities"; - medical indications and contraindications for prescribing spa treatment; - medical indications and contraindications for conducting medical rehabilitation measures, considering the diagnosis, clinical guidelines, procedures, and standards of medical care.</p> <p>Y-OPIK-8 [1] – Be able to: - determine the need for applying natural therapeutic factors, pharmacological and non-pharmacological therapies, and other methods for patients requiring medical rehabilitation and spa treatment; - monitor the effectiveness of medical rehabilitation for patients, including during the implementation of individual rehabilitation and habilitation programs for persons with disabilities; - assess patients' capacity for work; - perform medical rehabilitation measures for patients in accordance with current medical care procedures, clinical guidelines, and medical care standards.</p> <p>B-OPIK-8 [1] – Possess skills in: - identifying signs of temporary disability and persistent disorders of body functions leading to limitations in life activities; - referring patients in need of medical rehabilitation to specialist physicians for the implementation of individual rehabilitation program measures, including spa treatment; - completing sick note, referrals for medical and social expertise, and sanatorium treatment cards.</p>

Professional competencies in compliance with the goals and professional knowledge areas:

Professional activity	Professional activity	Professional	Code and title of
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goal	knowledge area	competency code and title; Based on the professional standard, experience analysis	competency-based rubrics
medical			
Diagnostics of diseases and pathological conditions of the patients.	Individuals (patients); the population; the set of means and technologies aimed at creating conditions for preserving and strengthening the health of the adult population	ИК-3.2 [1] - Capable of conducting patient examinations to establish a diagnosis  <i>The base:</i> Professional standard: 02.009	3-ИК-3.2[1] - Know: - clinical diagnosis establishment algorithm; - patient history-taking and physical examination methodology; - laboratory and instrumental research methods for health assessment to establish a diagnosis; - semiotics of diseases of different organs and systems; - structure, principles of the current International Statistical Classification of Diseases and Related Health Problems (hereinafter - ICD).; У-ИК-3.2[1] - Be able to: - conduct patient history-taking and physical examination; - interpret history, physical examination data, laboratory and instrumental results to recognize a condition or establish the presence/absence of a disease, establish a diagnosis; - distinguish and recognize in each specific case tissue damage, the reaction to it, and the form of adaptability; - develop a patient examination plan, justify the necessity and scope of laboratory and instrumental examination; - identify main pathological conditions, symptoms and syndromes, nosological forms in the patient according to the current ICD.; В-ИК-3.2[1] - Possess

			skills in: - patient history-taking and physical examination; Formulating a preliminary diagnosis; - developing a patient examination plan; Interpreting laboratory and instrumental results; - establishing a diagnosis considering the current ICD
Providing primary medical care in outpatient settings and day hospital settings.	Individuals (patients); the population; the set of means and technologies aimed at creating conditions for preserving and strengthening the health of the adult population	<p>IIK-3.3 [1] - Able to provide primary medical care in an outpatient setting</p> <p><i>The base:</i> Professional standard: 02.009</p>	<p>3-IIK-3.3[1] - Know: - general issues of organizing medical care for the population and organizing medical care for the adult population in outpatient settings, including at home; - features of medical care using telemedicine technologies; - Clinical picture, differential diagnosis, features of the course of the disease, complications and outcomes of internal diseases; - diagnostic criteria for the most common diseases of internal organs and systems; - indications for referring patients for specialist consultations according to clinical guidelines and considering relevant medical care standards; - indications for referring patients for specialized medical care in inpatient settings and day hospitals according to clinical guidelines and considering relevant medical care standards; - features of managing and treating elderly patients in outpatient settings. ;</p> <p>Y-IIK-3.3[1] - Be able to: - perform differential diagnosis of internal diseases; - monitor the</p>

			<p>course of physiological pregnancy; - justify the need for referring patients to specialist consultations; - recognize the main and concomitant diseases; - assess disease or condition severity - the degree of organ and/or system damage or functional impairment due to the disease/condition or its complications; - determine management, examination and treatment tactics for patients with specific diseases (nosological units) depending on disease severity and condition, according to clinical guidelines and considering relevant medical care standards.;</p> <p>B-IIK-3.3[1] - Possess skills in: - conducting differential diagnosis with other diseases/conditions, including emergencies; - interpreting data obtained from patient consultations with specialists; - prescribing additional tests to clarify the diagnosis; - formulating a clinical diagnosis; - prescribing treatment according to clinical guidelines and considering relevant medical care standards.</p>
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#### 4. PEDAGOGIC POTENTIAL OF THE COURSE

<b>Pedagogic tracks/objectives</b>	<b>Pedagogic goals (code)</b>
Vocational and labor education	Establishing conditions for: formation of a deep understanding of the profession's social role, a positive and active commitment to the values of the chosen specialty, and a responsible attitude towards professional activity and work (B14)
Vocational and labor education	Establishing conditions for: formation of psychological readiness for professional activity in the chosen profession (B15)
Professional education	Establishing conditions for: formation of

	responsibility for professional choice, professional development and professional decisions (B18)
Professional education	Establishing conditions for: formation of motivation to improve the quality of medical care to the population and the desire to follow the rules and norms of interaction between the doctor, colleagues and the patient, contributing to the creation of the most favorable environment for the patient's recovery (B34)

## 5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>9 Semester</i>						
1	Menstrual cycle disorders	1-8	6/8/0	T-8 (25)	25	T-8	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ОПК-8, У-ОПК-8, В-ОПК-8, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
2	Emergency conditions in gynecology	9-16	4/12/0	T-15 (25)	25	T-15	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ОПК-8,

							У-ОПК-8, В-ОПК-8, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
	<i>Totals for 9 Semester</i>		10/20/0		50		
	<b>Assessment events for 9 Semester</b>				50	PFE	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ОПК-8, У-ОПК-8, В-ОПК-8, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
	<i>10 Semester</i>						
1	Operative Gynecology	1-8	8/20/0	T-8 (25)	25	T-8	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ОПК-8, У-ОПК-8, В-ОПК-8, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
2	Fundamentals of reproductive medicine	9-15	8/20/0	T-15 (25)	25	T-15	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6,

							3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ОПК-8, У-ОПК-8, В-ОПК-8, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3
	<i>Totals for 10 Semester</i>		16/40/0		50		
	<b>Assessment events for 10 Semester</b>				50	Ex	3-ОПК-4, У-ОПК-4, В-ОПК-4, 3-ОПК-6, У-ОПК-6, В-ОПК-6, 3-ОПК-7, У-ОПК-7, В-ОПК-7, 3-ОПК-8, У-ОПК-8, В-ОПК-8, 3-ПК-3.2, У-ПК-3.2, В-ПК-3.2, 3-ПК-3.3, У-ПК-3.3, В-ПК-3.3

\* – abbreviated name of assessment

\*\* – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
T	Testing
PFE	Pass/fail examination
Ex	Exam

## SYLLABUS

Weeks	Topics / Content	Lect., hrs.	Pr./sem., hrs.	Lab., hrs.
	<i>9 Semester</i>	10	20	0
<b>1-8</b>	<b>Menstrual cycle disorders</b>	6	8	0
1 - 2	<b>Regulation of the menstrual cycle</b> Levels and biochemical features of menstrual cycle regulation	All		
		1	1	0
		Online		

		0	0	0
2 - 4	<b>Abnormal uterine bleeding</b> Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Prevention of abnormal uterine bleeding	All		
		1	2	0
		Online		
		0	0	0
4 - 5	<b>Amenorrhea</b> Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Prevention of amenorrhea	All		
		1	1	0
		Online		
		0	0	0
5 - 7	<b>Endocrine disorders in the reproductive period</b> Polycystic ovary syndrome. Metabolic syndrome. Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Prevention	All		
		2	2	0
		Online		
		0	0	0
7 - 8	<b>Endocrine disorders in the reproductive period</b> Premenstrual syndrome. Menopausal syndrome. Postavariectomy syndrome. Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Prevention	All		
		1	2	0
		Online		
		0	0	0
<b>9-16</b>	<b>Emergency conditions in gynecology</b>	4	12	0
9 - 11	<b>Emergency conditions in gynecology</b> Ectopic pregnancy. Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		1	2	0
		Online		
		0	0	0
11 - 13	<b>Emergency conditions in gynecology</b> Ovarian apoplexy. Rupture of an ovarian cyst. Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		1	2	0
		Online		
		0	0	0
14 - 15	<b>Nonspecific inflammatory diseases of the female genital tract</b> Vulvitis. Colpitis. Cervicitis. Endometritis. Salpingitis. Oophorite. Tubo-ovarian abscess. Pelvioperitonitis. Peritonitis. Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		1	4	0
		Online		
		0	0	0
15 - 16	<b>Specific inflammatory diseases of the female genital tract</b> Gonorrhea. Trichomoniasis. Candidiasis. Chlamydia. Ureaplasmosis. Mycoplasmosis. Genital tuberculosis. Gardnerellez. Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		1	4	0
		Online		
		0	0	0
	<i>10 Semester</i>	16	40	0
<b>1-8</b>	<b>Operative Gynecology</b>	8	20	0
1 - 2	<b>Benign, background and precancerous diseases of the cervix</b> Erosion. Ectropion. A polyp of the cervical canal. Ectopia. Leukoplakia without atypia. Leukoplakia with atypia. Intraepithelial neoplasia. Erythroplakia with atypia. Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		2	4	0
		Online		
		0	0	0
3 - 4	<b>Uterine fibroids</b>	All		

	Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	2	4	0
		Online		
		0	0	0
5 - 6	<b>Hyperplastic processes of the endometrium</b> Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		1	4	0
		Online		
		0	0	0
6 - 7	<b>Endometriosis</b> Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		2	4	0
		Online		
		0	0	0
7 - 8	<b>Benign tumors and tumorous formations of the ovaries</b> Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		1	4	0
		Online		
		0	0	0
<b>9-15</b>	<b>Fundamentals of reproductive medicine</b>	8	20	0
9 - 10	<b>Impaired development of the genitals</b> Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		2	5	0
		Online		
		0	0	0
11 - 12	<b>Incorrect position of the genitals</b> Etiology. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Features of the course of the postoperative period. Prevention	All		
		2	5	0
		Online		
		0	0	0
13 - 14	<b>Modern methods of contraception</b> Classification. Indications. Contraindications. Complications. The algorithm of choosing the method of contraception	All		
		2	5	0
		Online		
		0	0	0
14 - 15	<b>Infertility. Assisted reproductive technologies.</b> Definition of infertility. Epidemiology. Classification. Clinic. Diagnostics. Treatment. Infertility prevention. Classification of assisted reproductive technology methods	All		
		2	5	0
		Online		
		0	0	0

Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material
FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials

IS	Interactive site
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## PRACTICAL SESSIONS TOPICS

Weeks	Topics / Content
	<i>9 Semester</i>
1 - 5	<b>Regulation of the menstrual cycle. Abnormal uterine bleeding . Amenorrhea</b> The study of the peculiarities of menstrual cycle regulation. Classification of abnormal uterine bleeding. Modern methods of diagnosis and treatment of abnormal uterine bleeding. Amenorrhea. Classification, etiology, and treatment. Prevention of abnormal uterine bleeding and amenorrhea.
6 - 8	<b>Endocrine disorders in the reproductive period</b> Polycystic ovary syndrome. Metabolic syndrome. Premenstrual syndrome. Postovariectomy syndrome. Clinic, diagnosis, treatment, and prevention
9 - 13	<b>Emergency conditions in gynecology</b> Ectopic pregnancy. Ovarian apoplexy. Rupture of an ovarian cyst. Etiology, clinic, diagnosis, treatment. Modern surgical methods of emergency treatment in gynecology. Peculiarities of the course of the postpartum period
14 - 16	<b>Inflammatory diseases of the female genital organs</b> Classification of specific and nonspecific inflammatory diseases. Epidemiology. Diagnostics. Treatment.
	<i>10 Semester</i>
1 - 2	<b>Benign, background and precancerous diseases of the cervix</b> Erosion, ectropion, and cervical canal polyp. Leukoplakia with and without atypia. Clinic, diagnosis, treatment. Colposcopy. Modern methods of surgical treatment of cervical diseases. Features of the course of the postoperative period. Prevention.
3 - 4	<b>Uterine fibroids.</b> Classification. Modern views on etiopathogenesis. Clinic, diagnosis, and treatment. Characteristics of types of surgical operations for uterine fibroids
5 - 6	<b>Hyperplastic processes of the endometrium. Endometriosis.</b> Etiology. Pathogenesis. Clinic, diagnosis. Modern surgical methods of diagnosis and treatment.
7 - 8	<b>Benign tumors and tumorous formations of the ovaries.</b> Classification. Clinic, diagnosis, and treatment. Indications and contraindications for surgical treatment.
9 - 12	<b>Developmental disorders and incorrect positions of the genitals</b> Etiology. Classification. Clinic, diagnosis, and treatment. Modern reconstructive plastic surgery on the genitals.
13 - 15	<b>Contraception. Infertility. Assisted reproductive technologies.</b> Modern contraceptives and methods. Classification. A fruitless marriage. Epidemiology. Etiology. Clinic, diagnosis, and treatment. A type of assisted reproductive technology.

## 6. EDUCATIONAL TECHNOLOGIES

Along with the classical method of conducting clinical practical training, it is provided:

1. conducting classes using computer training programs, analyzing clinical cases

2. To organize independent work, it is proposed to prepare essays, reports and presentations for group and student conferences; as well as preparation for practical classes, work with additional literature, and preparation of essays.

## 7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)	Assessment activity (Syl 2)
ОПК-4	3-ОПК-4	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ОПК-4	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ОПК-4	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ОПК-6	3-ОПК-6	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ОПК-6	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ОПК-6	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ОПК-7	3-ОПК-7	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ОПК-7	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ОПК-7	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ОПК-8	3-ОПК-8	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ОПК-8	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ОПК-8	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ПК-3.2	3-ПК-3.2	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ПК-3.2	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ПК-3.2	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
ПК-3.3	3-ПК-3.3	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	У-ПК-3.3	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15
	В-ПК-3.3	PFE, T-8, T-15, T-8, T-15	Ex, T-8, T-15, T-8, T-15

## Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A
85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »		E
60-64			F
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

## 8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT

### CORE READING:

1. ЭИ G46 Gynecology : Рекомендовано ФГБОУ ВО "Первый Московский государственный медицинский университет имени И.М. Сеченова" в качестве учебника для студентов

учреждений высшего профессионального образования, обучающихся по специальности 060101.65 "Лечебное дело" по дисциплине "Акушерство и гинекология", Фукса А.М.), Radzinskiy V.E., Fuks A.M., Москва: ГЭОТАР-Медиа, 2020

2. ЭИ S34 Obstetrics and gynecology: Vol. 4. Gynecology : учебник, Unanyan A., Sidorova I.S., Nikitina N., Москва: ГЭОТАР-Медиа, 2021

3. ЭИ Г49 Гинекология по Уильямсу : практическое руководство, , Москва: ГЭОТАР-Медиа, 2023

#### FURTHER READING:

1. ЭИ B84 Handbook of Consult and Inpatient Gynecology : , Brady, Paula C. , Cham: Springer International Publishing, 2016

2. ЭИ S20 Primary Care in Obstetrics and Gynecology : A Handbook for Clinicians, Smith, Roger P. , Sanfilippo, Joseph S. , New York, NY: Springer New York., 2007

3. ЭИ К 43 The basic questions of oncogynecology = Основные вопросы онкогинекологии : учебник, Кира Е.Ф., Москва: ГЭОТАР-Медиа, 2018

4. ЭИ U81 Urogynecology in Primary Care : , , London: Springer London., 2007

#### SOFTWARE:

No special softwares is required

#### LMS AND ONLINE RESOURCES

<https://online.mephi.ru/>

<http://library.mephi.ru/>

## 9. LOGISTICAL SUPPORT

1. Персональный компьютер: Процессор CPU Intel Core i7-8700 (3.2GHz/12MB/6 cores)  
Материнская плата Gig (Клиническая база)

2. Мышь, клавиатура (Клиническая база)

3. Проектор SMART P109 (Клиническая база)

4. Видеокамера Microsoft LifeCam Cinema HD (Клиническая база)

5. Монитор (Клиническая база)

6. Кушетка смотровая (Клиническая база)

7. Иное оснащение, предусмотренное порядками оказания медицинской помощи по соответствующему профилю (Клиническая база)

## **10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS**

Lecture:

Writing lecture notes: briefly, schematically, consistently record the main points, conclusions, formulations, generalizations; mark important thoughts, highlight keywords, terms. Checking terms and concepts with the help of encyclopedias, dictionaries, reference books with writing out interpretations in a notebook. Identify the questions, terms, and material that causes difficulties, mark them, and try to find an answer in the recommended literature. If you can't figure out the material on your own, you need to formulate a question and ask the teacher for a consultation or a practical lesson.

Independent work:

Each student should individually prepare for the topics of the discipline by reading lecture notes and recommended literature. Independent work allows the student to think in a calm environment, sort out information on the topic, and, if necessary, refer to the reference literature. Careful reading and repetition of what has been read helps to fully assimilate the content of the topic and structure knowledge.

In order for meaningful information on the discipline to be remembered for a long time, it is advisable to study it in stages - by topic and in strict sequence, since subsequent topics, as a rule, rely on previous ones. That is why most of the independent work involves preparing for seminars, completing recommended tasks, preparing for colloquiums, completing and defending individual homework, as well as preparing for laboratory work. To successfully complete these tasks, each student has the opportunity to use the methodological support developed at the department.

It is best for students to plan the time for independent work required to study this discipline for the entire semester, while providing for regular repetition of the material they have studied. The material reviewed in the lectures should be regularly supplemented with information from literary sources presented in the discipline's work program. For each of the self-study topics listed in the discipline's work program, you should first read the recommended literature and, if necessary, make a brief summary of the main provisions, terms, and information that require memorization and are fundamental in this topic and for mastering subsequent sections of the course. It is recommended to use online resources to expand knowledge of the discipline.

When working independently, it is recommended to take notes on the studied (studied) material. The summary can be basic, contain only the main key points, but at the same time be sufficient for a complete answer to the question. The summary can be detailed. The volume of the summary is determined by the student himself.

In the process of working with educational / scientific literature, the student is recommended to take notes on the course of reading in the form of a simple or detailed plan, to compose abstracts, to prepare annotations of what he has read. The presence of such notes can give additional points for activity.

When preparing for a practical lesson, it is necessary, first of all, to refer to the lecture notes, sections of textbooks and textbooks in order to get a general idea of the place and meaning of the topic in the course being studied.

Then work with additional literature, make notes on recommended sources. In the process of studying the recommended material, it is necessary to understand the structure of the topic under study, identify the main points, trace their logic and thereby delve into the essence of the problem under study. It is necessary to keep records of the studied material in the form of a synopsis, which, along with visual, includes motor memory and allows you to accumulate an individual fund of

auxiliary materials for rapid repetition of what you read, for the mobilization of accumulated knowledge.

#### Clinical practical classes

The most important stage of the practical lesson is the students' independent work on mastering practical skills: in-simulated conditions, at the patient's bedside, in the functional diagnostics room, etc.

Depending on the specific topic of the lesson, the student independently (or under the supervision of the teacher) questions the patient, conducts a clinical examination, is present during instrumental diagnostics and studies the results of additional studies, summarizes the data, presents it in the form of fragments of the medical history and reports the results to the teacher.

Achievements are assessed individually for each student, based on the degree of development of practical skills and their theoretical foundations.

Clinical case studies of specific patients are conducted for the entire group or through students' participation in clinical case studies and periodic scientific and practical conferences at the medical institutions where their practical training takes place. During these case studies, the instructor evaluates each student's active participation and clinical reasoning skills.

Solving situational problems proposed by the teacher, which develop clinical thinking and force the student to use knowledge gained in various subjects of the specialty.

Active and interactive forms of conducting classes are widely used in the educational process (work in small groups, activation of creative activities, use of computer training programs, conference classes).

The teacher supervises the students' independent work, preparation of abstracts, research and development work, work with the patient together with the teacher, interpretation of data from additional research methods, and completion of medical documentation.

Basic note-taking forms: outline (simple and detailed), excerpts, and abstracts. During preparation, it is important to compare sources, consider the material being studied, develop an action plan, and carefully consider your oral presentation.

Active and interactive forms of conducting classes are widely used in the educational process (work in small groups, activation of creative activities, use of computer training programs, conference classes).

The teacher supervises the students' independent work, preparation of abstracts, research and development work, work with the patient together with the teacher, interpretation of data from additional research methods, and completion of medical documentation.

#### Control work:

Familiarization with the main and additional literature, including reference publications, foreign sources, a summary of the main provisions, terms, information required for memorization and which are fundamental in this topic. Making annotations to read literary sources, etc.

#### Report:

The search for literature and the compilation of a bibliography, the use of 3 to 5 scientific papers, the presentation of the opinion of the authors and their judgment on the selected issue; the presentation of the main aspects of the problem.

#### Exam preparation/assessment:

When preparing for the exam (assessment), it is necessary to focus on lecture notes, recommended literature, etc.

Test – 10-15-20-25 points. Each question – 1 (2) point.

TOPICS: Specified in each specific section

Answer requirements: A clear, detailed answer (2 points/question) or a choice of the correct answer to the test question (1 point/question).

Recommendations for preparing for a test/exam

Response requirements and evaluation criteria:

An "excellent" grade of 45-50 points on a test/exam is awarded for: a correct, complete, and logically constructed answer; the ability to use specialized terminology; the ability to illustrate theoretical principles with practical material.

A "good" grade of 35–44 points on the exam is awarded for: a correct, complete, and logically constructed answer with minor errors or inaccuracies; the ability to use specialized terminology, but incomplete conclusions or generalizations are made.

A "satisfactory" grade of 30–34 points on the exam is given for: a schematic, incomplete answer; inability to use special terms or ignorance of them; with one serious error;

An "unsatisfactory" grade of <30 points on the exam is given for: answering all questions on the ticket with serious errors; inability to use specialized terminology; inability to give examples of the practical use of scientific knowledge.

Admission to the exam in a discipline is granted based on a score of over 30 points.

A student can earn between 30 and 50 points per semester.

The minimum score for an exam answer is 30, the maximum is 50.

## **11. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS**

In practical classes, students are monitored for learning lecture materials, pregnant women are supervised in obstetric hospitals and women's clinics, and practical skills are monitored in the examination room, manipulation rooms, and operating room. Visual aids, surgical instruments, and an obstetric phantom are used to demonstrate and train practical obstetric skills. To assess the ability to think clinically, students are offered situational tasks, clinical birth histories, test assignments, analysis of clinical patients, visits to medical conferences, consultations, and scientific symposiums.

Active and interactive forms of teaching are widely used in the educational process (working in small groups, enhancing creative activity, using computer training programs, and a conference session).

The teacher supervises the independent work of students, the preparation of abstracts, research papers of students, working with the patient together with the teacher, interpreting the data of additional research methods, filling out medical documentation.

Work with educational literature is considered as a type of educational work and is performed within the hours allotted for its study. Each student is provided with access to the electronic library collections of the Institute and the department.

The training of students helps them to develop communication skills with a pregnant woman, taking into account the ethical, deontological and psychological characteristics of the pregnancy period.

Independent work contributes to the formation of skills in working with patients, working with literature, analytical thinking, skills in filling out documentation, accuracy, and discipline.

The initial level of students' knowledge is determined by testing, the current control of the subject's assimilation is determined by an oral survey during classes, during clinical reviews, when solving typical situational tasks and answering test tasks.

At the end of the study of the academic discipline, intermediate and final knowledge control is carried out using test control, checking practical skills and solving situational problems.

Graduation and criteria for test papers, tests with detailed answers, homework and final test:

1) - Test papers are evaluated according to the scheme of 1 point – 1 correct answer. The student did not start work – (-1) point

2) - Control papers with a detailed answer are evaluated according to the scheme: full answer – 2 points, incomplete answer – 1 point, no answer – 0 points, the student did not start work – (-2) points.

3) – Homework must be completed by all students for admission to the final assessment. If the work is not completed on time, a deduction from the final score (-1) point follows.

4) - Criteria for evaluating the presentation report. Recalculation from a 100-point to a 10 (5)-point system

5) - Criteria for evaluating the abstract. Maximum of 10 points. It is possible to develop into a 5-point system

10 points are awarded if all the requirements for writing an abstract are met: the problem is identified and its relevance is justified, a brief analysis of the problem under consideration is made and one's own position is logically stated, conclusions are formulated, the article is fully analyzed, the volume is maintained, and the design requirements are met.

9 points are awarded if the following requirements for writing an abstract are met: the problem is identified and its relevance is justified, a brief analysis of the problem under consideration is made and one's own position is logically stated, conclusions are formulated, the article is fully analyzed, but the volume is not maintained and the design requirements are not met.

8 points – the main requirements for the abstract are fulfilled, but there are shortcomings. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the abstract is not maintained; there are omissions in the design.

7 points – the main requirements for the abstract are fulfilled, but the following shortcomings are allowed: there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; conclusions are not formulated, the volume of the abstract is not maintained; there are omissions in the design

6 points – there are significant deviations from the requirements for abstracting; the topic is only partially covered; factual errors are made in the content of the abstract, there are no conclusions and a personal point of view on the problem.

5 points – there are significant deviations from the requirements for the abstract: the topic is only partially covered; factual errors were made in the presentation of materials and methods, there are no conclusions and a personal point of view on the problem, the format is not consistent.

4 points – there are significant deviations from the requirements for the abstract: the relevance of the topic has not been disclosed; factual errors have been made in the presentation of materials and methods, there are no conclusions and a personal point of view on the problem, the format has not been maintained

3 points – there is no analysis of the relevance of the research topic, the approaches and methods used, while the volume of the abstract is formally respected.

2 points – the topic of the abstract is not disclosed, there is a significant misunderstanding of the problem. At the same time, the volume of the abstract and the formal requirements are fulfilled.

1 point – the topic of the abstract is not disclosed, there is a significant misunderstanding of the problem.

0 points – the student did not submit the abstract.

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