

**MINISTRY OF HEALTH OF UKRAINE
ODESA NATIONAL MEDICAL UNIVERSITY**

**Faculty of dentistry
Department of obstetrics and gynecology**

**Syllabus of the course curriculum
Obstetrics and gynecology**

Scope of practice	Total number of hours in the discipline: 1.0 ECTS credits, 30 hours, VII - VIII semesters, 4th year
Days, time, location of the practices	According to the schedule of classes Department of obstetrics and gynaecology Odesa, 9 Pastera St.
Teacher(s)	Gladchuk I.Z., Doctor of Medicine, Professor, Head of the Department. Lecturers of the Department of Obstetrics and Gynaecology
Contact information	For more information, please call: Natalia Bykova, Acting Head of the Department 097-643-1180 Litvin Krystyna, laboratory assistant (048) 723-29-01 E-mail: natalia.bykova@onmedu.edu.ua Face-to-face consultations: Thursday 14.30-16.00, Saturday 9.00-13.00 Online consultations: Thursday 14.30-16.00, Saturday 9.00-13.00 The link to the online consultation is provided to each group during classes separately.

COMMUNICATION

Communication is possible during consultations in person (offline / face to face), or remotely (online) using Teams (by prior arrangement). Communication can also be carried out using E-mail. In this case, you must indicate your surname, name, year, faculty and course title. You can solve "working issues" by calling the specified phone number.

COURSE DESCRIPTION

The subject of the discipline "Obstetrics and Gynaecology" is the methods of diagnosis, treatment and rehabilitation of pregnant women, women in labour,

women giving birth and women who are breastfeeding, as well as methods of assistance in childbirth.

Prerequisites: the discipline is compulsory and is based on the study of such fundamental disciplines as human anatomy, physiology, general surgery and is integrated with surgery, emergency and urgent medical care, anesthesiology and intensive care.

Post-requisites of the course: lays the foundations for students to study family medicine and emergency medicine, which involves the integration of teaching with these disciplines and the development of skills to apply knowledge of obstetrics and gynaecology in the process of further study and in professional activities.

Course objective: Acquisition by the student of higher education of knowledge and formation of elements of professional competences in the field of "obstetrics and gynecology", improvement of skills and competences acquired during the study of previous disciplines.

The task:

1. Formation of abilities and skills in diagnosing pregnancy and providing assistance during physiological childbirth.
2. Acquisition of practical skills for providing emergency care for pre-eclampsia, eclampsia and "acute" abdomen in gynecology.

Acquisition of general and special competencies, program learning outcomes according to the requirements of the National Qualifications Framework (NQF)

Expected results.

Know:

- To have the knowledge and ability to collect information about the patient's general condition, to evaluate the patient's psychomotor and physiological development and as a result of examination analyses.

- Have knowledge and ability to determine preliminary, clinical, final, accompanying diagnosis, emergency conditions.

- Have knowledge to determine tactics, methods and provide emergency medical care.

To be able:

- - Highlight and identify leading clinical symptoms and syndromes (according to list 1).

- - Collect information about the general condition of the patient, based on the results of laboratory and instrumental studies, evaluate information about the diagnosis (according to list 5).

- - Establish a diagnosis of emergency conditions under any circumstances, in conditions of emergency, martial law, lack of information and limited time (according to list 4).
- - Determine the tactics of managing a dental patient during pregnancy (according to list 3), by making a reasoned decision according to existing algorithms and standard schemes.
- Perform manipulations of providing emergency medical care using standard schemes, under any circumstances based on the diagnosis of an urgent condition (according to list 4) in conditions of limited time (according to list 6).

COURSE DESCRIPTION

Forms and methods of teaching

The course will be taught in the form of lectures (4 hours) and practical classes (14 hours), organisation of independent work of higher education students (12 hours).

The following teaching methods will be used during the teaching of the discipline: verbal (lecture, conversation); visual (multimedia presentations, diagrams, tables, radiographs); practical classes using mannequins, simulators and robots; the "standardised patient" method, work with a textbook (independent work of applicants), individual independent tasks, solving test tasks such as "Krok-2" and clinical case studies.

Content of the discipline

Topic 1. Physiology of pregnancy. Methods of examination of pregnant women. Physiological changes in a woman's body during pregnancy. Hygiene and nutrition of a pregnant woman. Methods of examination of a pregnant woman: diagnosis of early and late stages of pregnancy. Topography of the fetus in the uterus. Management of physiological pregnancy. Preconception care.

Topic 2. Physiology of childbirth and the postpartum period. The preliminary period. Determination of the onset of labor. Biomechanisms of childbirth in the occipital anterior presentation. Clinical course of childbirth. Conducting childbirth. Evaluation of the newborn according to the Apgar scale. The primary toilet of a newborn, compliance with the thermal chain.

Topic 3. Early gestosis. Hypertensive disorders during pregnancy. Preeclampsia. Eclampsia. Early gestosis: classification, clinic, diagnosis, treatment. Hypertensive disorders during pregnancy. Preeclampsia: pathogenesis, classification, diagnosis, clinic, treatment. Eclampsia: clinic, diagnosis, complications, emergency care.

Topic 4. "Acute" abdomen in gynecology. Ectopic pregnancy, ovarian apoplexy. Classification, clinic, diagnosis, treatment.

List of recommended readings

Basic:

1. Williams Manual of Obstetrics (24th Ed) F. G. Cunningham, K. J. Leveno, S. L. Bloom, C. Y. Spong, J. S. Dashe, B. L. Hoffman, B. M. Casey, J. S. Sheffield, McGraw-Hill Education/Medical. – 2014. – 1377 pp.
2. DC Dutta's Clinics in Obstetrics / edited by [Hiralal Konar](#)- 2021- 306 pp.
3. Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology (10th Ed). Jeremy Oats, Suzanne Abraham. Elsevier. 2016. – 384 pp.
4. The FIGO Textbook of Pregnancy Hypertension. An evidence-based guide to monitoring, prevention and management. L. A. Magee, P. Dadelszen, W. Stones, M. Mathai (Eds), The Global Library of Women's Medicine. – 2016. – 456 pp.
6. Mayo Clinic Guide to a Healthy Pregnancy. (2 nd Ed) Myra J. Wick / ebook- 2018. – 946 pp.
5. Clinical Obstetrics and Gynaecology: 4th Edition/ Brian A. Magowan, Philip Owen, Andrew Thomson. - 2018. – 416 pp.
6. Gynecologic Health Care: With an Introduction to Prenatal and Postpartum Care: With an Introduction to Prenatal and Postpartum Care 4th Edition / K. D. Schuiling, F. E. Likis – 2020/- 500 pp.
7. Oats, Jeremy Fundamentals of Obstetrics and Gynaecology [Text]: Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology / J.Oats, S.Abraham. – 10th ed. – Edinburgh [etc.]: Elsevier, 2017. – VII, 375 p.
8. Obstetrics: Normal and Problem Pregnancies, 7th Edition S. Gabbe, J. R. Niebyl, J. L. Simpson, M. B. Landon, H. L. Galan, E. R. M. Jauniaux, D. A. Driscoll, V. Berghella and W. A. Grobman, Elsevier. – 2017. – 1320 pp.
9. Obstetrics and Gynecology : in 2 vol. : textbook. Vol. 1. Obstetrics / V.I. Gryshchenko, M.O. Shcherbina, B.M. Ventskiivskyi et al. ; edited by V.I. Gryshchenko, M.O. Shcherbina. — 2nd edition. — K. : AUS Medicine Publishing, 2018. — 392 p.
10. Oxford Textbook of Obstetrics and Gynaecology / edited by [Sabaratnam Arulkumaran](#), [William Ledger](#) et al/ - 2020- 2546 pp.

Additional:

1. Obstetrics: Normal and Problem Pregnancies, 7th Edition S. Gabbe, J. R. Niebyl, J. L. Simpson, M. B. Landon, H. L. Galan, E. R. M. Jauniaux, D. A. Driscoll, V. Berghella and W. A. Grobman, Elsevier. – 2017. – 1320 pp.
2. Obstetrics by Ten Teachers (20th ed) Louise C. Kenny, Jenny E. Myers. – CRC Press. – 2017. – 342 pp.
3. Current Progress in Obstetrics and Gynaecology. Vol 4. Eds. J. Studd, Seang Lin Tan, F. Chervenak. – 2017. – 419 pp.
4. Recent Advances in Obstetrics and Gynaecology. Vol 26. W. Ledger, J. Clark. – JP Medical. – 2015.– 230 pp.

5. Proactive Support of Labor. Reuwer P., Bruinse H., Franx A. – 2015. – 216 pp.
6. The model of screening for preeclampsia in the second and third trimesters of gestation / L. Berlinska, V. Marichereda, O. Rohachevskyi, A. Volyanska, G. Lavrynenko // Electronic Journal of General Medicine. - 2023 - 20(3), em473, <https://www.ejgm.co.uk/>
7. Current "Clinical protocols", approved by order of the Ministry of Health of Ukraine for Obstetrics and Gynecology.

Electronic information resources

1. <https://www.cochrane.org/>
2. <https://www.ebcog.org/>
3. <https://www.acog.org/>
4. <https://www.uptodate.com>
5. <https://online.lexi.com/>
6. <https://www.ncbi.nlm.nih.gov/>
7. <https://pubmed.ncbi.nlm.nih.gov/>
8. <https://www.thelancet.com/>
9. <https://www.rcog.org.uk/>
10. <https://www.npwh.org/>

ASSESSMENT

Current control: oral survey, assessment of communication skills during role play, solving situational clinical tasks, assessment of activity in class.

Final control: credit.

Evaluation of the current educational activity in a practical lesson:

1. Evaluation of theoretical knowledge on the subject of the lesson:
 - methods: survey, solving a situational clinical problem
 - maximum score – 5, minimum score – 3, unsatisfactory score – 2.

2. Assessment of work with patients on the subject of the lesson:

- methods: assessment of: a) communication skills of communication with the patient b) the correctness of prescribing and evaluating laboratory and instrumental studies before using a contraceptive c) the ability to conduct family planning counseling.

- maximum score – 5, minimum score – 3, unsatisfactory score – 2.

The grade for one practical lesson is the arithmetic average of all components and can only have a whole value (5, 4, 3, 2), which is rounded according to the statistical method.

Criteria of ongoing assessment at the practical class

«5»	The student is fluent in the material, takes an active part in discussing and solving a situational clinical problem, confidently demonstrates practical skills
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	and interprets the results of clinical, laboratory and instrumental studies, expresses his opinion on the topic, and demonstrates clinical thinking.
«4»	The student is well versed in the material, participates in the discussion and solution of situational clinical problems, demonstrates practical skills during the examination and interprets the results of clinical, laboratory and instrumental studies with some errors, expresses his opinion on the topic, and demonstrates clinical thinking.
«3»	The student does not have enough material, uncertainly participates in the discussion and solution of the situational clinical problem, demonstrates practical skills during the examination and interprets the results of clinical, laboratory and instrumental studies with significant errors.
«2»	The student does not have the material, does not participate in the discussion and solution of the situational clinical problem, and does not demonstrate practical skills during the examination and interpret the results of clinical, laboratory and instrumental studies.

Credit is given to the student who completed all tasks of the work program of the academic discipline, took an active part in practical classes, completed and defended an individual assignment and has an average current grade of at least 3.0 and has no academic debt. Assessment is carried out: at the last lesson before the beginning of the examination session - with the tape system of learning, at the last lesson - with the cycle system of learning. The credit score is the arithmetic mean of all components according to the traditional four-point scale and has a value that is rounded according to the statistics method with two decimal places after the decimal point.

The obtained average score for the academic discipline for students who have successfully mastered the work program of the academic discipline is converted from a traditional four-point scale to points on a 200-point scale, as shown in the table:

Conversion table of a traditional assessment into a multi-point scale

National assessment for the discipline	The sum of points for the discipline
Perfect «5»	185 – 200
Good «4»	151 – 184
Satisfactory «3»	120 – 150
Unsatisfactory «2»	<120

A multi-point scale (200-point scale) characterizes the actual success of each applicant in learning the educational component. The conversion of the traditional grade (average score for the academic discipline) into a 200-point grade is performed by the information and technical department of the University. According to the obtained points on a 200-point scale, the achievements of the students are evaluated according to the ECTS rating scale. Further ranking according to the ECTS rating scale allows you to evaluate the achievements of students from the

educational component who are studying in the same course of the same specialty, according to the points they received. The ECTS scale is a relative-comparative rating, which establishes the applicant's belonging to the group of better or worse among the reference group of fellow students (faculty, specialty). An "A" grade on the ECTS scale cannot be equal to an "excellent" grade, a "B" grade to a "good" grade, etc. When converting from a multi-point scale, the limits of grades "A", "B", "C", "D", "E" according to the ECTS scale do not coincide with the limits of grades "5", "4", "3" according to the traditional scale. Acquirers who have received grades of "FX" and "F" ("2") are not included in the list of ranked acquirers. The grade "FX" is awarded to students who have obtained the minimum number of points for the current learning activity, but who have not passed the final examination. A grade of "F" is assigned to students who have attended all classes in the discipline, but have not achieved a grade point average (3.00) for the current academic activity and are not admitted to the final examination. Students who study in one course (one specialty), based on the number of points scored in the discipline, are ranked on the ECTS scale as follows: Conversion of the traditional grade from the discipline and the sum of points on the ECTS scale

Conversion of traditional assessment in the discipline and the amount of points on the ECTS scale

Assessment on the ECTS scale	Statistical indicator
A	The best 10% of students
B	The next 25% of students
C	The next 30% of students
D	The next 25% of students
E	The next 10% of students

COURSE POLICY

Policy on deadlines and retakes

All missed classes must be made up. Lectures are worked out by writing essays on the topic of the lesson. Practical classes are worked out according to the schedule of consultations.

Higher education applicants are not entitled to retake current satisfactory and unsatisfactory grades in order to increase the arithmetic mean of all current grades.

Higher education applicants have the right to retake current unsatisfactory grades during the semester only in order to achieve an average current grade of 3.00.

Policy on academic integrity

Cheating is unacceptable, a higher education student must be fluent in the material.

Policy on attendance and lateness

Higher education students must not miss lectures and practical classes, they must inform the teacher in advance about absences for valid reasons, and lateness is not desirable.

Mobile devices

The use of a mobile phone, tablet or other mobile devices during class is not allowed (except as provided for in the curriculum and methodological recommendations of the teacher).

Behaviour in the classroom

Creative, businesslike, friendly atmosphere.