MINISTRY OF HEALTH OF UKRAINE
ODESSA NATIONAL MEDICAL UNIVERSITY

"CONFIRM"
pro-rector of the scientific and pedagogical work
doctor of medical science, professor U.I. Bazhora
“ “ ______________________ 2014

WORKING PROGRAM
Department of obstetrics and gynecology № 2
Discipline: Obstetrics and gynecology
For IV year students of the higher medical educational institution
with III - IV accreditation levels.
Specialties: 7.12010001"Medical service"

Standard data

<table>
<thead>
<tr>
<th>Structure of the educational discipline</th>
<th>Number of hours, of them:</th>
<th>Year to begin</th>
<th>Type of control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Auditorium Lectures</td>
<td>Practical lessons</td>
</tr>
<tr>
<td>Elective course “The Actual Problems of Perinatology”</td>
<td>45</td>
<td>-</td>
<td>30</td>
</tr>
</tbody>
</table>

The working program was made by Professor Zelisky A.A., Ass. Prof. Artyomenko V.V. the department of obstetrics and gynecology №2 on the basis of the typical curriculum "Obstetrics and gynecology" for students of higher medical educational institutions with III – IV levels of accreditation, and was confirmed by the MOH of Ukraine on 16.06.2008

The program was discussed at faculty meeting of the department on _____ th of 2014
Record № _____.
Head of the department,
doctor of medical science, professor Zelinsky A.A.

The program was approved during session of the subject cyclic methodical committee with surgical disciplines on ______ of ___________ 2014
Record № _____.
Head of the subject cyclic committee of surgical disciplines
doctor of medical science, professor Puhlik S.M.

The program was approved during session of the Central coordination-methodical committee of the university on _____ of 2014
Record № _____.

Odessa – 2014
EXPLANATORY SLIP

The aim of the obstetrics and gynecology course is teaching of clinical anatomy and physiology of female genitalia, physiology of pregnancy, labors, etiology and pathogenesis of pathological conditions in obstetrics and gynecology, more deep knowledge of urgent states, the use of obtained knowledge in general practitioner’s work.

In obstetrics and gynecology course the important place is taken by the field of different perinatology questions. The importance of these theme is determined by the wide spread of modern understanding of embryology, fetology, fetoplacental complex state physiology and pathology. In this opinion these knowledge is the base of understanding of future child development, possible diseases in child and teenage age.

The main condition of “perinatal medicine” course understanding and studying is the knowledge fixing, obtained from faculties of histology and embryology, pathophysiology, biology and medical genetics, biological chemistry and other disciplines, concerning clinical understanding of physiology and pathology development of embryo, fetus and newborn.

The perinatology course teaching is closely linked with the whole understanding of obstetrics and gynecology field, and provide execution, studying and acquiring of theoretical and practical knowledge of obstetrics and gynecology course, necessary for general practitioner.

The important in perinatology, children’s and teenage gynecology course teaching is precise division and association at the same time of propedeutic and hospital bases understanding of studying subject.

The deep studying of perinatology cycle base will be favorable at perinatology (perinatal pathology) clinic.

on the basis of the typical curriculum "Obstetrics and gynecology" for students of higher medical educational institutions with III – IV levels of accreditation, and was confirmed by the MOH of Ukraine on 16.06.2008

Obstetrical and gynecological program for the Ukrainian higher medical educational institutions with III – IV levels of accreditation is done for the specialties “Medical service" 7.110101, "Pediatrics" 7.110104, "Medico-prophylactic service” 7.110105 preparation way 1101 "Medicine" in coordination with educational-qualification characteristics (EQC) and specialists preparation educational-professional programs (EPP), approved by Ukrainian MOH order from 16.04.03 №239, experimental educational plan, formed on the principles of the European credit-transfer system (ECTS) and approved by MOH order from 31.01.2005, №52.

The educational process organization is performed by the credit-module system due to the tasks of Bologna process.

Practical studies of the educational process organization by credit-module system are performed in clinical disciplines modules rotation regimen. The length of one practical study is no less than 4 hours.
For the organization methodic they are clinical, aimed on the theoretical material knowledge control and practical skills formation, and also ability to analyze and use new knowledge for the practical studies salvation. They consists of:

- Anamnesis collection;
- Pregnant external examination;
- Pregnancy exam planning;
- Laboratory and instrumental examination data interpretation;
- Differential diagnostics pregnancy complications;
- Clinical diagnosis;
- Pregnancy curation and labor method tactics;
- emergency medical help;
- situational tasks decision;
- practical skills training on phantoms and near pregnant’s bed;
- medical documentation filling.

Methods of control: tests, clinical situational tasks, practical skills control.

Types of the student’s educational activities according to the curriculum are: a) practical lessons; b) independent student work.

**The practical training under the credit-module system of organization of the educational process is spent at clinical bases, are clinical and include:**

- gathering a history;
- examining pregnant women and gynecological patients;
- planning the examination of pregnant women and gynecological patients;
- interpreting the laboratory and instrumental data;
- conducting differential diagnostics with a widespread of complications in pregnant women and gynecological patients;
- determining any previous obstetrical clinical diagnosis;
- determining the tactics of conducting pregnant women, labor or conducting gynecological patients;
- providing emergency medical service;
- solving situational problems;
- practicing practical training on dummies and at the patient’s bed;
- keeping medical documentation.

The duration of one practical lesson is no less than 4 hours.

How well the subject is mastered is supervised during the practical lessons, according to the certain purposes. Ways of control include test problems, clinical situational problems; control of the performance of practical training.

**Independent student work** is regulated by the working curriculum and is carried out by the student independently outside the auditorium, such as: preparing for practical lessons and studying for those lessons which are included as independent work study, examining pregnant woman or gynecological patients, writing case histories, searching and studying additional literature, creating algorithms, structural-logic schemes, writing papers, summaries, reports and performing them during the practical lesson, taking a shift outside school hours.
The organization of independent work in branches of the obstetrical or gynecological hospital is provided by teachers of the department.

**Individual study** – a form of organization of studies with the purpose of deepening, generalizing and fastening the knowledge, which students receive during the course of training, and also applying this knowledge, i.e. individual educational study.

**Final control** to see how the module was mastered is conducted when it comes to an end, during the final module control lesson.

**EDUCATIONAL DISCIPLINE STRUCTURE**

Elective course «The Actual Problems of Perinatology»

**PROGRAM CONTENT**

1.1. **General aims of the discipline.**

The aim of teaching is to make the 4th year student acquaint with the main theoretical and practical knowledge from obstetrics and gynecology course, its sections of perinatology to form the conditions for deep understanding of the discipline on the 6th year and to receive the important part of knowledge for the future professional work of general practitioner.

The main condition of this aim realization is the knowledge fixing, obtained from another faculties during first three years of education and their qualitative use in studying obstetrics and gynecology, perinatology sections.

1.2. **Tasks of the discipline.**

The course task is to study clinical anatomy and physiology of female genitalia, physiology of pregnancy and labors, etiology and pathogenesis of pathological conditions in obstetrics and gynecology, more deep knowledge of urgent states, the use of obtained knowledge in general practitioner’s work.

- clinical anatomy and physiology of female genitalia;
- physiology of pregnancy and labors, puerperal and newborn periods;
- complications of pregnancy and labors, pregnancy gestosis, preterm and postterm labors, the uterine contractions anomalies, labor traumatism, perinatal complications, obstetrical bleeding, pregnancy and labors at extragenital diseases, puerperal sepsis, operative obstetrics;

The course teaching is provided on the base of the scientific facts generalization of achievements of philosophy, medicine, biology, genetics, immunology, chemistry with the help of modern investigation methods data (ultrasound, ECG, PhCG, laparoscopy, hysteroscopy etc.)

**Topic 1. Perinatology as a science. Organization of the perinatal help** for pregnant and newborns in the Ukraine. Methods of intrauterine fetal condition
diagnostics. Chorion biopsy, cordocentesis. USD, ECG, FCG, amnioscopy, amniocentesis, cytogenetical and biochemical methods fetal state investigations in different gestational ages, ECTG. Fetal biophysical profile and others fetoplacental complex investigation methods.


Etiology, pathogeny of placental dysfunction, retardation, hypotrophy, fetal hypoxia and newborn asphyxia. Fetoplacental dysfunction diagnostics methods and treatment. Fetal hypoxia acute and chronic.


**Topic 4.** The specialties of pregnancy and labor duration and conduction in women after ART. Multiple pregnancy. Endoscopic fetal surgery.

The specialties of pregnancy and labor duration and conduction in women after ART. The specialties of hormonal and other pharmaceutical drugs administration with the pregnancy prolongation aim. Questions of medical ethics and deontology. Pregnancy duration in multiple pregnancy. The specialties of labors in multiple pregnancy. The possibilities and perspectives of the endoscopic fetal surgery.

**THE ELECTIVE COURSE APPROXIMATE STRUCTURE**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Lectures</th>
<th>Practical lessons</th>
<th>Self study</th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perinatology as a science. Perinatal care organization for pregnant and newborns in the Ukraine. Methods of intrauterine fetal condition diagnostics.</td>
<td>8</td>
<td></td>
<td></td>
<td>The examination, evaluation of clinical,</td>
</tr>
</tbody>
</table>


4. The specialties of pregnancy and labor duration and conduction in women after ART. Multiple pregnancy. Endoscopic fetal surgery.  


7. The computer system in use in perinatology  

Fulfilling of the individual work  

The final module control
### THE ELECTIVE COURSE PRACTICAL STUDIES PLAN

<table>
<thead>
<tr>
<th>№</th>
<th>Topics</th>
<th>Amount of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perinatology as a science. Perinatal care organization for pregnant and newborns in the Ukraine. Methods of intrauterine fetal condition diagnostics.</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Fetus as a patient. Pharmacotherapy in obstetrics. Placental dysfunction. Fetal hypoxia. Fetal intrauterine growth retardation syndrome.</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Anomalies of the fetal egg development. Polyhydramnios and oligoamnios. Infectious pathology TORCH-syndrome in perinatology.</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>The specialties of pregnancy and labor duration and conduction in women after ART. Multiple pregnancy. Endoscopic fetal surgery.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### THE ELECTIVE COURSE INDEPENDENT STUDENTS’ WORK SCHEDULE

<table>
<thead>
<tr>
<th>№</th>
<th>Type of self study</th>
<th>Amount of hours</th>
<th>Type of the control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing for the practical lessons, curation of the pregnant</td>
<td>5</td>
<td>Current control in the practical lessons</td>
</tr>
<tr>
<td>2</td>
<td>Study the topics not included in the classrooms plan</td>
<td>5</td>
<td>Current control in the practical lessons</td>
</tr>
</tbody>
</table>
### DISTRIBUTION of POINTS FOR STUDY EVALUATION

<table>
<thead>
<tr>
<th>Summary</th>
<th>Maximum score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perinatology as a science. Perinatal care organization for pregnant and newborns in the Ukraine. Methods of intrauterine fetal condition diagnostics.</td>
<td>50</td>
</tr>
<tr>
<td>2. Fetus as a patient. Pharmacotherapy in obstetrics. Placental dysfunction. Fetal hypoxia. Fetal intrauterine growth retardation syndrome.</td>
<td>50</td>
</tr>
<tr>
<td>3. Anomalies of the fetal egg development. Polyhydramnios and oligoamnios. Infectious pathology TORCH-syndrome in perinatology.</td>
<td>50</td>
</tr>
<tr>
<td>4. The specialties of pregnancy and labor duration and conduction in women after ART. Multiple pregnancy. Endoscopic fetal surgery.</td>
<td>50</td>
</tr>
<tr>
<td>Current training activities</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL POINTS FOR THE MODULE</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**Note:** When learning the theme on traditional system of points awarded to the student: "5" - 26 points, "4" - 20 points, "3" - 17 points, 2 "- 0 points.

The maximum score for the current student activities – 200 points (7x26=182 points).

The minimum score for the current student activities is points for the mark “3” multiple on 17 points (7x17 = 120 points)
CURRENT MODULE CONTROL QUESTIONS

1. Perinatology as a science.
2. The risk factors of perinatal and obstetrical pathology.
3. Organization and work of an obstetrical hospital as perinatal center.
4. Perinatal morbidity and mortality structure.
6. ECG, PhCG, ultrasound, CTG importance in intrauterine fetal condition inspection.
7. Basic electro- and phonographic changes at a various pathology.
8. What is CTG examination?
9. How the CTG analysis must be carried out?
10. What is fetometry?
11. What is placentometry? It’s importance.
12. For what 3 stages of placenta maturing are divided?
13. What is a fetal biophysical profile?
14. To what attributes the ball estimation scale for fetal biophysical profile is created?
15. What parameters of ECG, PhCG, fetal biophysical profile are characteristic for fetal hypoxia?
16. What is the importance of functional assays used at the monitor control of a fetal intrauterine condition and functional reserves of feto-placental complex?
17. Features of the newborn period.
18. What are the criteria and attributes of the newborn maturity, delivered in-term and after-term?
19. What newborns concern to group "of high risk"?
20. What are the physiological reflexes of the newborn period?
21. What does the concept of "borderline cases" include?
22. Definition of it is possible to establish a fetus hypoxia presence by?
23. Prove and list measures on fetus hypoxia treatment.
24. What is the difference between the modern complex of fetus hypoxia treatment and "Nikolaev’s triad"?
25. How and when the estimation of a newborn state on a Apgar scale is carried out?
26. When it is necessary to begin a saline suction from the top respiratory ways?
27. Name a sequence of newborn reanimation.
28. What should be an Oxygenium concentration at ALV realization?
29. The indications for newborn intubation.
30. When the umbilical cord must be cut at newborn asphyxia?
31. How long it is necessary to carry out newborn reanimation measures?
32. An etiology of hemocatheretic newborn disease, caused by rhesus incompatibility.
33. An etiology of hemocatheretic newborn disease, caused by antigens incompatibility of ABO system.
34. A pathogenesis of hemocatheretic newborn disease.
35. The role of bilirubin exchange in a pathogenesis of hemocatheretic newborn disease.
36. A pathogenesis of a nuclear icterus at hemocatheretic newborn disease.
37. Features of a hemocatheretic newborn disease pathogenesis, caused by antigens incompatibility of ABO system.
38. Classification of hemocatheretic newborn disease.
39. Clinic of hemocatheretic newborn disease.
40. Immunological methods of diagnostics of hemocatheretic newborn disease.
41. Differential diagnostics of hemocatheretic newborn disease.
42. Definition of a fetal functional condition at isosensibilization with the help cardiomonitoring.
43. Biochemical methods of hemocatheretic newborn disease diagnostics.
44. Ultrasonic scanning at hemocatheretic newborn disease and hemocatheretic fetal disease.
45. Electrophysiological methods of hemocatheretic newborn disease diagnostics.
46. Postnatal diagnostics of hemocatheretic newborn disease.
47. Principles of hemocatheretic disease treatment in antenatal period.
49. The indications to the exchange hemotransfusion.
50. Features of conducting pregnancy at isosensibilization.
51. Features of conducting labors at isosensibilization.
52. Prophylaxis of rhesus isoimmunization.
53. Principles of a dispensary newborn observation, transferred the hemocatheretic disease.
54. Give definition of concept "multiple pregnancy".
55. What is frequency of multiple pregnancy?
56. List the reasons of a multiple pregnancy.
57. Classification of multiple pregnancy. Name complications of multiple pregnancy.
58. Methods of diagnostics of a multiple pregnancy.
59. Describe possible variants of positions of fetuses in a uterus.
60. How to carry out labors at a multiple pregnancy?
61. Give definition of concept "hydramnion".
62. What frequency of a hydramnion?
63. Give classification of a hydramnion.
64. Describe clinic of a hydramnion.
65. What methods of diagnostics of a hydramnion exist?
66. How conduct pregnancy and labors at a hydramnion?
67. How does the acute viral infection influence on pregnancy, labors and puerperium course? Examples.
68. How does chronic infection (genital, extragenital) influence on pregnancy, labors and puerperium course? Examples.
69. What is the syndrome of intrauterine infectioning, TORCH-syndrome?
70. What is the virus and microorganisms way of placental barrier penetration, what damaging effect can they perform on placenta?
71. How the fetus is influenced by hypertermia and intoxication in acute mother’s diseases?
72. Why the pregnancy termination (abortion) is forbidden in acute diseases in mother?
73. What antibiotic drugs can cause fetal defects?
74. Definition of labors up to term.
75. Tactics of conducting premature births.
76. Attributes of a fetal prematurity.
77. How the postmaturity is influenced on the fetus?
78. Obstetrical tactics at postmature pregnancy.
79. Attributes of a postmaturity fetus.
80. An estimation of respiration function on a Silverman scale.
81. The perinatal mortality structure at premature and postmature pregnancy.
82. What is prolonged pregnancy?
83. Classification of inherent fetal defects.
84. Etiology and pathogeny of fetal inherent defects.
85. Methods of diagnostics of the fetal egg development anomalies.
86. Obstetrical tactics for pregnant women with the revealed fetal anomalies.
87. Role of a medico-genetic consulting in diagnostics both prophylaxis of the inherent and acquired fetal defects.
88. Etiology and pathogeny of a hydramnion. Clinic, diagnostics, treatment, obstetrical tactics.
89. Etiology and pathogeny of an oligoamnios. Clinic, diagnostics, treatment, obstetrical tactics.
90. What extragenital pathology results in development of a prenatal pathology more often?
91. An obstetrical pathology, conducting to a prenatal pathology.

ASSESSMENT Of the DISCIPLINE "Obstetrics and Gynecology"

Forms of the control and evaluation system implemented according to the program of the discipline and instruction about assessment system of educational activity of the students in credit-module system of educational process, approved by the Ministry of Health of Ukraine (2005) with the relevant changes from 21.01.2008 № 08.01-22/65.

Assessment for the module is defined as a sum of current training activities (in points) and final evaluation module control (in points), which is got in the assessment of theoretical knowledge and practical skills in accordance with lists supplied by the discipline.

The maximum number of points assigned for students at every learning module (test credit) - 200.

Current control is carried out at each practical lesson in accordance with the specific objectives of each topic. Assessing students’ learning activities should give preference to standardized methods of control: testing, structured written work structured according to a control procedure in terms of practical skills that are close to reality. Evaluation of current educational activities of students is described above.

While mastering each topic module for the current academic student activities should be assessed by 4-point traditional scale, which is converted into points based on the number of topics in the module.

The system of converting:

Traditional evaluation of "5" corresponds to the maximum number of points you can get a student in the study of topics of practical lessons. Evaluation of "4" and "3" corresponds to points 80% and 60% of the maximum point evaluations.

Students self study in preparation for classroom is carried out during the current control on topics relevant classroom.

Evaluation of subjects:
Assessment of Obstetrics and Gynecology assigned only for students who received all modules in the discipline. Assessment of subject "Obstetrics and Gynecology" corresponds to the average estimation of the modules that are structured the discipline. Rewards points for a decision of the Academic Council might be added to the number of points in the discipline for students who have taken a scientific publication or prizes for participating in the competition among universities in the discipline of Ukraine and others. Objectivity of assessment of student learning activities should be audited by statistical methods (correlation coefficient between the current progress and results of the final module control).

**Ratings on a scale of ECTS**

Ratings discipline are ranked on a scale of ECTS and converted into a traditional mark.

<table>
<thead>
<tr>
<th>Traditional mark</th>
<th>Points</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>175-200</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>174-160</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>159-140</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>139-120</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>119-90</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>&lt;90</td>
<td>FX</td>
</tr>
<tr>
<td></td>
<td>Not permitted to module control</td>
<td>F</td>
</tr>
</tbody>
</table>

Score FX is put down to the students who have been admitted to a module control, but haven’t taken it.

Evaluation F is put down to the students who have academic debts or do not gain the minimum amount of points for the current activity and not permitted for the module control.

The evaluation with discipline (in basis points, the traditional mark and mark which have converted into ECTS) is recorded in the corresponding table at the end of the log, module statement, the register of student’s educational progress and the individual student's plan.
LIST OF RECOMMENDED EDUCATIONAL LITERATURE

Basic:


Additional:


4. Proactive Support of Labor - Reuwer P - 01 Feb 2009


