**FacultY OF MEDICINE I**

**GENERAL MEDICINE**

**DEPARTMENT OF OBSTETRICS AND GYNECOLOGY nr.1**

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| APPROVEDat the meeting of the Committee for Quality Assurance and Evaluation of the Curriculum Faculty of MedicineMinutes No.\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chairman, PhD, Associate ProfessorSuman Serghei\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | APPROVEDat the meeting of the Faculty Council Medicine No. 1 Minutes No.\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dean of the Faculty of Medicine No. 1, PhD, Associate Professor Plăcintă Gh. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| APPROVEDat the meeting of the Department of Obstetrics and Gynecology nr.1 Minutes No. 2 of 3.10.2017Head of the Department, PhD, ProfessorFriptu Valentin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**SYLLABUS**

DISCIPLINE **OBSTETRICS AND GYNECOLOGY**

**Integrated studies**

Type of course: **compulsory**

**Chişinău, 2017**

1. **PRELIMINARIES**
* **General presentation of the course**

 „Obstetrics and Gynecology” is a clinical medical course, the study of which will allow, at the university level, the creation of the necessary skills to support a correct diagnosis based on the anamnesis, the clinical and paraclinical examination, the assimilation of necessary notions for framing certain cases in "the pregnant with high obstetrical risk" entity, the creation of necessary skills to solve emergency situations, the learning of the correct hospitalization elements of the pregnant and postpartum women and women with gynecological conditions.

 This course has connections with different medical fields, such as: Endocrinology, Internal Medicine, Surgery etc. For a better assimilation of the course, knowledge obtained during the first three years of university in the following fields is required: Biology, Chemistry, Anatomy, Histology, Biochemistry, Pharmacology, Morphopathology and Physiology. Also, this course demands skills in solving the psycho-emotional and social problems of the patients.

* **The mission of the curriculum concerning the professional development:** the acquisition and development of professional competencies for students in the provision of safe and efficient services in obstetric and gynecological medical care.
* **Teaching languages of the course:** Romanian, Russian, English and French
* **Beneficiaries:** students of the Vth year, faculty Medicine I, specialty Obstetrics and Gynecology.
1. **COURSE MANAGEMENT**

|  |  |
| --- | --- |
| Code of the course | **S.10.O.095** |
| Name of the course | **Obstetrics and gynecology** |
| Responsible for the course | PhD, Professor **Friptu Valentin** |
| Year  | **V** | Semesters | **IX, X** |
| Total number of hours, including:  | **270** |
| Lecture | **60** | Practical tests | **75** |
| Practical lessons | **75** | Individual work | **40** |
| Practical training | **20** |
| Evaluation type | **E** | Number of credits | **9** |

1. **TRAINING ObJectives of the course**

# *At the end of the course, the student will be able:*

# *To recognize:*

* the principles of healthcare organization in Obstetrics and Gynecology in the Republic of Moldova
* the notions of: reproductive health, family planning, contraception
* the pathophysiological features, diagnosis and treatment, as well as the methods of prevention of the gynecological pathology
* the principles of primary and secondary prevention of genital and breast cancer
* the methods of identification of female genital infections and the therapeutic management
* the methods of infertility prevention, diagnosis and treatment in the infertile couple
* the principles of perinatal care
* the diagnostic methods of pregnancy
* the emergency signs of the pathological pregnancy, the diagnosis and treatment in these cases
* the notion of menopause

# *To apply:*

* the counseling skills in family planning
* the techniques for the monitoring and surveillance of a physiological pregnancy
* the skills of counseling women concerning cervical and breast cancer screening
* the medical techniques for exploring gynecological problems (vaginal examination with speculum, bimanual vaginal examination), the breasts exam
* the methods of screening, diagnosis and treatment of onco-gynecological disorders
* the prediction and diagnostic techniques in pregnancy
* the methods and techniques of counseling and psycho-emotional support of the pregnant woman, the parturient and her family
* management of normal labor and delivery and its complications (pelvimetry, fetal heart rate auscultation, Leopold palpation, complications of 2nd and 3rd birth period, possible interventions for complications of vaginal delivery: episiotomy, manual extraction of the placenta etc.)
* the basic newborn resuscitation maneuvers
* the management of main emergencies in Obstetrics and Gynecology, the acute abdomen in gynecology

# *To integrate:*

* the use of modern biomedical methods to assess reproductive health and family planning issues
* the development of medical thinking in Obstetrics and Gynecology
* the compliance with the principles of medical bioethics in solving problems related to the reproductive health of the patients
* the demonstration of certain personal and professional values regarding the respect of ethics and medical deontology
* the establishment of effective communication in teamwork and with patients
* the demonstration of the patient's surveillance capacity
* the manifestation of a responsible attitude within a team in order to provide medical assistance in Obstetrics and Gynecology
* the acquired competencies in the study of other disciplines on the solving of clinical cases in Obstetrics and Gynecology
1. **preliminary conditions and requirements**

 The 5th year student coming to the Obstetrics and Gynecology course will need basic knowledge in anatomy, histology, physiology, pathophysiology, pharmacology, endocrinology, and other clinical specialties.

1. **Contents and indicative distribution of hours**

***Courses (lectures, practical lessons and individual work)***

| No. | ТHEME | Hours |
| --- | --- | --- |
| Lectures | Practical lessons | Individual work  |
|  | Organization of the perinatal service. The main indicators in the perinatal service | 2 | - |  |
|  | Anatomy of the female genital system (anatomy of the female genital organs, breast, bony pelvis) | - | 5 | 1 |
|  | Examination methods in Obstetrics and Gynecology | 2 | - |  |
|  | Gynecological and obstetrical semiology. The clinical examination in gynecology and obstetrics | - | 5 | 1 |
|  | Neuro-hormonal regulation of the menstrual cycle. Menstrual cycle disorders. Abnormal uterine bleedings  | 2 | 5 | 1 |
|  | Disorders of the menstrual cycle. Amenorrhea. Dysmenorrhea. | 2 | 5 | 1 |
|  | Physiological stages of female pubertal development. Pediatric gynecology. | 2 | 5 | 1 |
|  | Family Planning. Contraception. Abortion. | 2 | 5 | 1 |
|  | Pelvic inflammatory disease. Sexually transmitted diseases | 2 | 5 | 1 |
| 10. | Emergencies in gynecology. Acute abdomen in gynecology | 2 | 5 | 1 |
| 11. | Precancerous lesions and cervical cancer | 2 | 5 | 1 |
| 12. | Precancerous states and cancer of the vulva, vagina | - | 5 | 1 |
| 13. | Pathology of the ovaries | - | 5 | 1 |
| 14. | Uterine myoma. Endometriosis. Endometrial cancer | 2 | 5 | 1 |
| 15. | Hyperandrogenism. Polycystic ovary syndrome | 2 | - |  |
| 16. | The infertile couple | 2 | 5 | 1 |
| 17. | Menopause. Hormonal replacement therapy | 2 | 5 | 1 |
| 18. | Antenatal care | 2 | 10 | 2 |
| 19. | Introduction into fetal medicine. Teratology. Prenatal diagnosis. | 2 | - |  |
| 20. | Normal labor and delivery. Monitoring and support in physiological birth | 2 | 10 | 2 |
| 21. | The normal puerperium. Management. Evaluation of newborn. Breastfeeding and care for full term newborn. | - | 5 | 1 |
| 22. | Obstetric hemorrhages. DIC syndrome in obstetrics. Hemorrhagic shock | 2 | 10 | 2 |
| 23. | Preterm labor and delivery. Principles of management. Prelabor rupture of membranes. | 2 | 5 | 1 |
| 24. | Hypertensive disorders during pregnancy. Preeclampsia/eclampsia. HELLP syndrome | 2 | 5 | 1 |
| 25. | Intrauterine fetal growth restriction. Methods for assessing the fetal well-being | 2 | 5 | 1 |
| 26. | Recurrent abortion | 2 | - |  |
| 27. | Physiology and pathology of fetal adnexa and amniotic fluid | 2 | - |  |
| 28. | Infections associated with pregnancy | 2 | - |  |
| 29. | Maternal cardiovascular disorders and pregnancy | 2 | - |  |
| 30. | Renal and hematological disorders associated with pregnancy | 2 | - |  |
|  31. | Puerperal infections | 2 | 5 | 2 |
|  32. | Maternal hepato-biliary and pulmonary disorders associated with pregnancy | 2 | - | 1 |
|  33. | Endocrine disorders associated with pregnancy. Diabetes and pregnancy. | 2 | - | 1 |
|  34. | Maternal-fetal blood incompatibilities | 2 | - | 1 |
|  35. | Ethical aspects in obstetrics and gynecology. Simulation training. | 2 | - | 1 |
|  36. | The breach presentation. Multiple pregnancy. Vaginal birth after cesarean section. | - | 5 | 1 |
|  37. | Post-term pregnancy. The antenatal death of the fetus. Induction of labor | - | 5 | 1 |
|  38. | Labor dystocia. Mechanical dystocia. Macrosomic fetus. Transversal presentation and deflected presentations of the fetus. Shoulder dystocia. Dynamic dystocia at birth  | - | 5 | 1 |
|  39. | Maternal and fetal obstetrical trauma | - | 5 | 1 |
|  40. | Obstetric surgery techniques and maneuvers. Cesarean surgery. The forceps. The Vacuum Extractor. Versions. Embryotomies  | - | 5 | 1 |
|  41. | Thromboembolic complications during pregnancy, delivery and post-partum. Amniotic fluid embolism. The vital support of the pregnant woman  | - | 5 | 1 |
|  | **Practical training** | **20** |
|  | **60** | **150** | **40** |
| **Total** | **270** |

1. **REFERENCE OBJECTIVES AND CONTENT UNITS**

| **Objectives** | **Content units** |
| --- | --- |
| **1. Physiological Obstetrics** |
| * To know the principles of perinatal service organization in the Republic of Moldova
* To know the physiology of normal pregnancy
* To know the morpho-functional modifications of the maternal body during pregnancy
* To know the obstetrical pelvis
* To be able to carry out the obstetrical clinical examination
* To know the criteria for diagnosing pregnancy
* To know the principles of antenatal care, perinatal card and pregnancy chart
* To know the physiology of labor induction and the evolution of physiological birth, partogram
* To know the biomechanism of birth in the cranial presentation
* To know the notion of normal labor, care of the mother and the newborn
* To know the basic maneuvers of newborn resuscitation
 |  Perinatological Service of the Republic of Moldova  The physiology of pregnancy  The antenatal care  The physiological birth |
|  The physiological labor |
|  |
|  **2. Pathological Obstetrics** |
| * To know what is a premature birth and the prenatal rupture of amniotic membranes
* To know what an intrauterine growth restriction is and how to assess the intrauterine status of the fetus
* To know the maternal infectious pathology associated with pregnancy
* To know the maternal cardiovascular disorders and pregnancy
* To know the renal and hematological maternal conditions associated with pregnancy
* To know maternal hepato-biliary and pulmonary disorders associated with pregnancy
* To know the endocrine conditions associated with pregnancy. Diabetes and pregnancy
* To know the concept of pelvic presentation, multiple pregnancy, pregnancy and birth in case of uterine scarring
* To know the notion of postterm pregnancy and birth, antenatal death of the fetus and induction of labor
* To know dystocical birth, mechanical dystocia, transversal presentation and deflected presentations of the fetus, shoulder dystocia, dynamic dystocia at birth
* To know maternal and fetal obstetrical trauma
* To know the puerperal infections
* To know the techniques and obstetric operative maneuvers, caesarean surgery, forceps, vacuum extraction, versions, embryotomies
* To know the thromboembolic complications during pregnancy, birth and post-partum, amniotic fluid embolism and vital support of the pregnant woman
* To be aware of obstetric bleedings, DIC syndrome in obstetrics and hemorrhagic shock
* To know the hypertensive conditions during pregnancy, preeclampsia/eclampsia and HELLP Syndrome
 | Premature birthIntrauterine retarded development of the fetusChronic pathology and pregnancyThe multiple pregnancyThe pelvic presentationThe postterm pregnancyDynamic and mechanical dystocia at birthObstetrical traumaObstetric surgical techniquesPuerperal infectionsObstetric bleedingsHypertensive conditions during pregnancy |
|  **3. Endocrinological gynecology, gynecological inflammatory pathologies, contraception and the sterile couple** |
| * To know the neuro-hormonal adjustment of the menstrual cycle, menstrual disorders and abnormal uterine bleedings
* To know the menstrual cycle disorders, amenorrhea, dysmenorrhea
* To know the physiological stages in female puberty development and pediatric gynecology
* To know the notions of hyperandrogenism and polycystic ovary syndrome
* To know the notions of menopause, hormone replacement therapy
* To know the pelvic inflammatory disease, sexually transmitted diseases
* To know the methods of family planning, contraception, the notion of infertile couple
 | Neuro-hormonal adjustment of the menstrual cyclePhysiological stages of female developmentHormonal pathologiesPelvic Inflammatory DiseaseFamily planningContraceptionThe sterile couple |
| **4. Oncological gynecology and emergencies in gynecology** |
| * To know the pathology of the ovaries
* To know the precancerous states and cancer of the vulva, vagina and cervix
* To know uterine myoma, endometriosis, endometrial cancer
* To be aware of the emergency management in gynecology, acute abdomen in gynecology
 | Precancerous pathology and cancer of the vulva, vagina and cervixPrecancerous pathology and ovarian cancerPrecancerous pathology and uterine cancerAcute abdomen in gynecology |

1. **PROFESSIONAL COMPETENCiES (Specific (CS) AND TRANSVERSe (CT)) AND Finalities of the study process**
* **Professional competencies (specific) (CS)**
* **SC1.** Strong knowledge of the particularities of the structure, development and functioning of the female human organism in various physiological and pathological states.
* **SC2.** Performing various practical maneuvers and procedures for carrying out the professional activities specific to Obstetrics and Gynecology based on the knowledge of the fundamental sciences.
* **SC3**. Elaboration of the diagnostic, treatment and rehabilitation plan in various pathological situations and selection of appropriate therapeutic procedures for them, including the provision of emergency medical assistance in Obstetrics and Gynecology.
* **SC4.** Use of medical techniques, instrumental and laboratory investigations to solve specific cases and conduct in Obstetrics and Gynecology.
* **SC5.** Planning, coordinating and conducting health promotion activities and prophylactic measures for improving women's health at individual and community level.
* **SC6.** Evaluating and assuring the quality of medical services in relation to maneuvers, processes and associated treatments in Obstetrics and Gynecology.
* **Transverse competencies (ct)**
* **TC1.** The responsible execution of professional obligations by applying the values and norms of professional ethics, as well as the provisions of the legislation in force. Promoting logical reasoning, practical applicability, assessment and self-assessment in decision-making;
* **TC2.** Performing activities and exercising the roles specific to team work in various medical institutions. Promoting the spirit of initiative, dialogue, cooperation, positive attitude and respect for others, empathy, altruism and continuous improvement of their own activity;
* **TC3.** Objective self-evaluation of the need for continuous professional training in order to provide quality services and to adapt to the dynamics of health policy requirements and for personal and professional development. Effective use of language skills, knowledge in information technologies, research and communication skills.
* **Finalities of the study process**
* To know the physiology and pathology of neuro-hormonal adjustment of the menstrual cycle, menstrual disorders and abnormal uterine bleedings
* To be able to perform and interpret a special gynecological examination.
* To know the physiological stages in female body development and evolution
* To know the methods of family planning and contraception
* To know basic gynecological pathologies, their symptoms and their treatment.
* To be able to determine the diagnosis of pelvic inflammatory disease, sexually transmitted diseases and their principles of treatment.
* To be able to appreciate the cases of acute gynecological abdomen and their management.
* To know the physiology of normal pregnancy and the morphological changes of the maternal body during pregnancy.
* To know the ways of preconceptional and antenatal assistance.
* To be able to perform the obstetrical clinical examination and to be familiar with the diagnostic criteria for pregnancy.
* To be able to attend a physiological birth and provide primary care for the newborn.
* To know the peculiarities of evolution of the births associated with chronic pathology.
* To be able to identify obstetric emergency situations (obstetric bleeding, pregnancy-related hypertensive conditions, amniotic fluid embolism, umbilical cord prolapse, septic states, etc.) and to know how to manage them.
* To be able to determine situations of pathological evolution of pregnancy and to know the tactics of behavior and treatment.

**Note. The finalities of the discipline** (deduced from the professional competencies and formative valences of the informational content of the discipline).

1. **THE STUDENT'S INDIVIDUAL WORK**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | The Expected Product | Implementation Strategies | Evaluation Criteria | Deadline |
| 1. | Working with books and ICT |  Systematic work in the library and multimedia library.   Exploring current electronic sources on the subject | 1. Quality of judgments formed by logical thinking, flexibility2. The quality of the systematization of the informational material obtained through individual activity | During the module |
| 2. | PowerPoint Presentation |  Analysis of relevant sources on the topic of presentation   Analysis, systematization and synthesis of information on the proposed theme   Compilation of the presentation in accordance with the requirements in force and presentation to the chair | 1. The quality of systematization and analysis of the informational material obtained through individual activity2. Compliance of information with the proposed theme | During the module |
| 3. | Case study analysis |  Choice and description of the clinical case study   Analysis of the causes of the issues raised in the case study   Prognosis of the case investigated   Elaboration of the medical history | 1. Analysis, synthesis, generalization of data obtained through own investigation2. Formation of an algorithm of knowledge based on the obtained conclusions | During the module |
| 4. | Night shift  |  Implementation of theoretical knowledge in practice   Improvement of the physician-patient communication skills | 1. Analysis, synthesis and generalization of practical knowledge and skills2. Forming clinical thinking, teamwork | During the module |
| 5. | Medical history | Elaboration of the query algorithm, collecting the anamnesis and establishing the diagnosis and treatment in the specific clinical case | 1. Analysis, synthesis and formation of clinical thinking2. Ability to communicate with the patient | At the end of the module |
| 6. | Themed specialty papers |  Analysis of relevant sources on the topic of the paper   Analysis, systematization and synthesis of information on the proposed theme   Writing the report in accordance with the requirements in force and submitting it to the chair | 1. The quality of systematization and analysis of the informational material obtained through its own activity2. Compliance of information with the proposed theme | During the module |
| 7. | Acquirement of the ViC test certificate | Learning at distance through the e-learning systemObtaining knowledge through the full course of virtual contraception | 1. The ability to study at distance, individually2. Ability to use the ViC platform | During the module |
| 8. | Acquirement of the ViC certificate for clinical case | Learning at distance through the e-learning systemObtaining knowledge through the full course of virtual contraception | 1. The ability to study at distance, individually2. Ability to use the ViC platform | During the module |

1. **METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-EVALUATION**
* ***Teaching and learning methods used***

**Forms of organization**

The improvement of the educational process involves the creation of a satisfactory organizational framework for the achievement of the established instructive-educational objectives. This action is accomplished by diversifying the forms of organizing the activity within the instructive process, considering the optimal combination, according to the objectives pursued, of the three main forms of activity:

* frontal
* individual
* group

The frontal work involves the teacher's relationship with the entire group, working with all students engaged in the same activity. This form of organization assures the teacher’s role of leader with all the consequences that follow. Essentially, such a pedagogical context requires reporting at the average level of the group - the level at which the majority of the students in that group are.

 The advantage lies in the fact that, from the intellectual point of view, there is a homogeneity of the team with which they work, so the content and methods will be appropriate to the peculiarities of all the students in the group.

 Major disadvantages are: the difficulty of knowing the students, the reduced possibility of developing the individual and motivation skills, difficulties in realizing the collaboration between students with different possibilities/performances, the emergence of unilateral intellectual development tendencies of the students.

 Group activity involves the operation of the subgroup within the group of students, depending on the didactic objectives. This form of organization of the educational process has the following advantages: the greater involvement of each student in the activities proposed during the classes, stimulation of the student's learning motivation, transformation of the student into the subject of education, enabling of the capitalization of skills and individual abilities of each student, forming and developing the spirit of cooperation and openness to interaction.

 Individual activity implies that, depending on the psycho-individual peculiarities, the student is engaged in the achievement of appropriate learning tasks appropriate to that point of view; it presents the great advantage of creating the possibility of improving and developing the individual learning level.

**Teaching and learning methods**

 Active teaching-learning methods involve activism, intrinsic curiosity, the desire to observe, explain, explore, discover. Active methods are considered to mobilize the student's energies, which help him focus his attention, stimulate his curiosity. Active methods emphasize operational knowledge, learning by action, bring the student into direct contact with real life situations.

     Regarding the student as a subject of learning, active methods consider that the educational and formative effects of education are proportional to the level of engagement and participation in the learning activity; that in the learning situation he is involved in calling for intellectual skills, which are based on different learning abilities; that each of these capacities can be analyzed from the point of view of the mental processes involved. In the Obstetrics and Gynecology course, the following active teaching-learning methods are used:

* + 1. **During the lectures:**
* lectures
* PowerPoint presentations
	+ 1. **During the practical lessons:**

presentations-discussions, clinical cases studies, solving clinical oriented problems, small groups work, role-play, clinical cases simulations (task-trainers and Pelvic Mentor) at CUSIM, individual projects, application and interpretation of methods of examination, the interactive method.

* ***Strategies/applied teaching technologies***

**The main stages of clinical delivery-centered teaching are:**

1. Obtaining the initial information
2. Generate an initial clinical hypothesis
3. Highlighting important additional data to confirm the initial hypothesis
4. Selection of laboratory tests and elaboration of an investigation plan to specify the diagnosis
5. Formulating a presumptive or definitive diagnosis
6. Development of a treatment plan
7. Synthesis of the work done and identification of the necessary readings for a better understanding of the presented problem

 Guards are mandatory and constitute an important learning tool that helps develop clinical skills, make decisions, recognize emergency situations, and develop a sense of responsibility. The guard student acts under the medical responsibility of the on-call physician.

**Suggestions for individual activity:**

If you want to be successful in learning the course of Obstetrics and Gynecology, you should

actively work with the information:

* 1. Read the information carefully. Take notes. Try to summarize the main ideas by yourself.
1. Study the schedules and images from the book. Answer the questions at the end.
2. Attend courses and practical tests. Consider carefully the material taught.
3. Ask questions, both the teacher and the colleagues.
4. Make groups of 2 or 3 students in order to discuss the course material and to prepare for exams.
5. Come to night duties, as it will help you assimilate more effectively the theoretical material and

will be an essential support for your medical practice.

1. Use your time reasonably and establish a balance between the effort made for obtaining knowledge, other responsibilities and the personal life.

**Methods of learning**

* the syllabus
* methodical indications
* support materials for students, residents and doctors
* normative and legislative acts in force
* tables, leaflets
* didactic films
* multimedia, notebook
* casts
* simulators
* medical equipment
* standardized patient
* medical instruments, etc.
* ***Evaluation methods***

The evaluation of the results of the university work highlights the value, the level, the performances and the efficiency of the efforts made by all the educational factors and the efficiency of the learning work.

Evaluation is a complex didactic act integrated with the entire teaching-learning process, which ensures that the amount of knowledge gained and their value, level, performance, and effectiveness at a given time (currently, periodically, finally) are highlighted. Assessment is the didactic act that causes the promotion or non-promotion of students from one learning stage to another. The following qualities are required from examiners: skill, fairness, objectivity and responsibility.

The following forms of assessment are applied:

• Current (initial and formative)

• Final

**Initial evaluation:**

 Within the educational process, each teacher has the freedom to apply the initial evaluation during classes. The initial evaluation (initial tests, brainstorming, etc.) has predominant prognostic and diagnostic functions. Following the assessment of the initial level of student training, the teacher can trace his/her teaching strategies for a better acquisition of the material proposed by the student, and the student in turn, seeing the gaps in knowledge, can be motivated to remove them.

 **Formative evaluation:**

 During the course, the responsible person conducts a formative evaluation that allows students to assess their progress in the field, their weaknesses or strengths. The formative evaluation includes:

* + Written tests at the end of the seminars, which consist of questions of simple or multiple choice.
	+ Tests

        The semester's activity mark represents: the average of the partial (or other) assessment tests during the semester. This note informs the student on the last practical test of the semester.

Student attendance, the absences recovery and all grades will be mentioned by each teacher-assistant of the group in the group catalogs for each teaching series, catalogs that are mandatory kept by the course owner.

 **The final examination:**

**The final examination** is a standardized exam that includes three evaluation methods: written test (single and multiple choice), practical examination and oral examination.

1. **The written test.** Each paper consists of 100 questions from the information included in the syllabus of the course and according to the unified bibliography of the discipline that is displayed and announced to students at before each semester. The first 40 questions are single choice; another 60 questions are multiple choice. The student is offered two hours to solve the questions. All the students write the tests in the same conditions (same time interval). Written tests are marked from 0 to 10. Marks are announced to all students.
2. **Practical test.** The practical test score is the score obtained from the assessment of the stages of practical obstetric or gynecological practice based on a standardized checklist. The choice of practical obstetrical or gynecological skills to be performed by the student is done by drawing lots. The student must correctly perform the stages of practical skills, respecting the time provided for this purpose. The examination is carried out by the head of the chair at the University Simulation in Medical Training Center (CUSIM). The student has a maximum of 7 minutes to perform the task. The score is appointed from 0 to 10. The mark will be announced to the student at the end of the practical test.
3. **The oral test** takes place by offering the student 3 subjects (the selection of the paper is done by drawing lots), from all the subjects included in the syllabus of the discipline, according to a unique topic displayed in the discipline, according to the bibliography displayed and announced to the students from the beginning of the semester. The student has 30 minutes to prepare for the answer. The score is written from 0 to 10. The mark will be announced to the student at the end of the test.

|  |  |
| --- | --- |
| **The following criteria shall be taken into account when establishing the final mark:** | The share expressed in percentage(Total = 100%) |
| 1. Activity during the semester. This is the average mark of the tests during the semester | **30%** |
| * 1. The practical test
 | **20%** |
| * 1. Written test: A test based on all the subjects in the syllabus, based on the unique bibliography of the study course
 | **20%** |
| * 1. Oral test
 | **30%** |

The examination subjects are approved at the department meeting and are offered to students at least 30 days before the session. To pass the exam, the final average must be at least 5.1. The scores obtained at each test will be passed to the students' activity charts, corresponding to each series, which is kept by the course holder.

**Methods of mark rounding**

|  |  |  |
| --- | --- | --- |
| The average of current and final marks (annual average, grades from the exam stages) | National Grading System | ECTS Equivalent |
| **1,00-3,00** | **2** | **F** |
| **3,01-4,99** | **4** | **FX** |
| **5,00** | **5** | **E** |
| **5,01-5,50** | **5,5** |
| **5,51-6,0** | **6** |
| **6,01-6,50** | **6,5** | **D** |
| **6,51-7,00** | **7** |
| **7,01-7,50** | **7,5** | **C** |
| **7,51-8,00** | **8** |
| **8,01-8,50** | **8,5** | **B** |
| **8,51-8,00** | **9** |
| **9,01-9,50** | **9,5** | **A** |
| **9,51-10,0** | **10** |

The average annual mark and the marks for all the final examination stages (computer assisted, test, oral response) - all will be expressed in numbers according to the scoring scale (according to the table), and the final grade obtained will be expressed with two decimal digits, and will be transferred to the report book.

*Absence at the examination without any good reason is recorded as “absent” and is equivalent to 0 (zero). The student has the right to retake the exam twice.*

1. **recommended literature:**

***A. Compulsory:***

* 1. Paladi Gh., Cerneţchi O., Bazele obstetricii fiziologice. Volumul I. Chişinău, 2007.
	2. Paladi Gh., Cerneţchi O., Obstetrica patologică. Volumul II. Chişinău, 2007.
	3. Paladi Gh. Ginecologie. Chişinău, 2000
	4. Ştemberg M., Gladun E., Friptu V., Corolcova N. Obstetrica fiziologică. Chişinău, 2001.
	5. Stemberg M., Gladun E., Friptu V., Corolcova N. Obstetrica practică. Chisinau, 2002.
	6. Stemberg M., Gladun E., Friptu V., Corolcova N. Patologia sarcinii. Chisinau, 2002.
	7. Cardaniuc C., Chesov I. Abilităţi practice și proceduri de bază în obstetrică. Analgezia și particularitățile de suport vital bazal la pacientele obstetricale. Elaborare metodică. Chișinău, 2015.
	8. Cardaniuc C., Chesov I. Proceduri de bază în ginecologie. Abilități practice pentru situații de urgență. Elaborare metodică. Chișinău, 2015.
	9. Cardaniuc C., Chesov I., Curteanu A. Abilităti practice de bază în îngrijirea esențială și resuscitarea nou-născutului. Elaborare metodică. Chișinău, 2015.

***B. Additional:***

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