



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION  
Federal state autonomous educational institution  
of higher education  
«Far Eastern Federal University»  
(FEFU)

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**SCHOOL OF BIOMEDICINE**

«AGREED»

Head of education program  
«General medicine»

  
\_\_\_\_\_  
(signature) Khotimchenko Yu.S.  
(Full name)  
«09» of July 2019

«APPROVED»

Director of the Department of Clinical  
Medicine

  
  
\_\_\_\_\_  
(signature) Geltser B.I.  
(Full name)  
«09» of July 2019

**WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)**

**«Reproductive Health»**

Educational program

Specialty 31.05.01 «General medicine»

**Form of study: full time**

year 2/6 semester 4/ C  
lectures 8/10 hours  
practical classes 10/16 hours  
laboratory works not provided  
total amount of in-classroom work 26 hours  
independent self-work 46 hours  
control works ()  
credit 4/ C semester  
exam not provided

The working program is drawn up in accordance with the requirements of the Federal state educational standard of higher education (level of training), approved by the order of the Ministry of education and science of the Russian Federation from 09.02.2016 № 95.

The working program of the discipline was discussed at the meeting of the Department of fundamental and clinical medicine. Protocol No. 8, 09 of July 2019

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## ANNOTATION

The discipline "Sexual Health of Men and Women" is intended for students enrolled in the educational program 30.05.01 "General Medicine".

Discipline is implemented on the 6th course, is a discipline of choice.

In developing the work program of the discipline, the Federal State Educational Standard of Higher Education in the specialty 30.05.01 "General Medicine", the curriculum for preparing students were used.

The total complexity of the discipline is 144 hours, 4 credits.

The course program is based on the basic knowledge gained by students:

Ability to abstract thinking, analysis, synthesis (CC-1);

the willingness to solve common tasks of professional activity with the use of information and bibliographic resources, biomedical terminology, information and communication technologies, taking into account the main requirements for information security (CPC-1);

### **Course purpose:**

Acquisition by students of information about human development, reproductive health, culture of intimate relationships, maintaining health by preventing unwanted pregnancy, sexually transmitted infections (STIs); training a qualified specialist to promote knowledge about reproductive health.

### **Objectives of the discipline:**

1. Training students in anatomical and physiological features of the female body.
2. To introduce the basics of human reproduction
3. Give the concept of the fundamentals of human reproductive health.
4. To instill the basics of hygiene sex and sex
5. Familiarize yourself with modern methods of contraception.
6. To teach the prevention of sexually transmitted infections.

As a result of studying this discipline, students form the following general professional and professional competencies.

Code and formulation of competence	Stages of competence formation	
the ability and willingness to implement the ethical and deontological principles in professional activities (GPC – 4)	Knows	basic principles of ethics and deontology
	Able to	ethically correctly present material about the basics of reproductive health
	Masters	ethical and deontological principles in the presentation of sexual hygiene and basics of human reproductive health
the readiness for medical use of drugs and other medical substances and their combinations in solving professional problems (GPC – 8)	Knows	the main contraceptives prescribed for prevention of unwanted pregnancy
	Able to	to recommend to modern and effective methods of contraception
	Masters	methods of consultation on the choice of methods of contraception
the ability and willingness to implement a set of measures aimed at the preservation and promotion of health. It includes the formation of a healthy lifestyle, the prevention of occurrence and (or) the spread of diseases, their early diagnosis, the identification of their causes, as well as this set is aimed at elimination of harmful effects of environmental factors on human health (PC – 1)	Knows	anatomical and physiological features of the female body, the main sexually transmitted infections, methods of protection from unwanted pregnancy and sexual infections, the basics of marriage hygiene
	Able to	recommend measures aimed at preserving reproductive health and preventing sexually transmitted infections
	Masters	methods of implementation of the set of measures aimed at preserving health, modern and effective protection from unwanted pregnancy, prevention of inflammatory diseases of the genital organs by methods of protection from sexually transmitted infections, including formation of healthy lifestyle, sexual culture and rejection of bad habits

The following methods of active/interactive learning are used to develop the above competencies within the discipline "Sexual Health of Men and Women":

1. Conduction of practical training is supposed using computer training programs.
2. Conduction of interactive role-playing games to practice the skills of presentation of material on gender and sexual hygiene and skills of patients counseling.
3. For the organization of independent work, it is offered to prepare essays and reports for presentation in the group and at the student conference; as well as preparation for practical classes, work with additional literature, preparation of abstracts, lesson-conference.

The share of practical training conducted in interactive forms is 10% of the whole classroom time; independent extracurricular work is 63% of the whole time.

## **I. THE STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE**

Theme 1. Anatomical and physiological features of the female reproductive system

The genetic basis for the reproductive system formation. Characteristics of adolescence taking into account a puberty period. Fertilization, development of pregnancy.

Theme 2. Human reproductive health.

The concept of reproductive health. Features of formation of the reproductive system in women. Factors affecting development and functioning of the reproduction system. The system of sexual education of children and adolescents. Hygiene of girls. Hygiene of sexual life.

Theme 3. Prevention of unwanted pregnancy - temporary methods of contraception

Abortion, its impact on the sexual and reproductive health of women. Prevention of abortion. Methods of protection from unwanted pregnancy. Requirements assigned to contraceptive methods: efficacy, safety, acceptability etc. Oral contraception. A combination of drugs and mini-pill. Emergency contraception. Intramuscular, percutaneous, subcutaneous, vaginal and intrauterine contraceptives.

Theme 4. Sexually transmitted infections

Features of the course of inflammatory diseases of the genitals at the present stage. Classification of sexually transmitted infections. Difficulties in diagnostics and treatment of STIs. Complications and outcomes of STI-related diseases. The impact of these infections on the sexual and reproductive functions of men and women.

Theme 5. Infertility in marriage. Assisted Reproductive Technologies

## **II. THE STRUCTURE AND CONTENT OF THE PRACTICAL PART.**

## **Lesson 1. Anatomical and physiological features of the female reproductive system**

The genetic basis for the reproductive system formation. Characteristics of adolescence, taking into account a puberty period. Fertilization, development of pregnancy. Stages of fetal development

## **Lesson 2. Human reproductive health.**

The concept of reproductive health. Features of the reproductive system formation in women. Factors affecting development and functioning of the reproduction system. The system of sexual education of children and adolescents. Hygiene of girls. Hygiene of sexual life.

## **Lesson 3. Prevention of unwanted pregnancy.**

Abortion and its dangers. Prevention of unwanted pregnancy. Modern methods of contraception

## **Lesson 4. Sexually transmitted infections**

Features of the course of inflammatory diseases of genitals at the present stage. Classification of sexually transmitted infections. Difficulties in diagnostics and treatment of STIs. Complications and outcomes of STI-related diseases. The effect of these infections on women's reproductive function.

## **Lesson 5. Final lesson**

Interactive games on topics: prevention of STIs and choice of method of contraception.

### **III. TRAINING AND METHODOLOGICAL SUPPORT INDEPENDENT WORK OF STUDENTS**

The main content of the topics, evaluation tools are presented in the WPAD: terms and concepts necessary for mastering the discipline.

During the mastering the course “Reproductive health”, the student will have to do a large amount of independent self-work, including preparation for seminars and writing an essay.

Practical classes help students to deeper learn the material, to acquire the skills of creative work on documents and primary sources.

Plans for practical classes, their topics, recommended literature, the purpose and objectives of its study are communicated by the teacher at the introductory classes or in the curriculum for the discipline.

Before starting to study the topic, it is necessary to familiarize yourself with the basic questions of the practical training plan and the list of recommended literature.

Starting the preparation for the practical lesson, first of all it is necessary to refer to the lecture notes, sections of textbooks and teaching aids in order to get a general idea of the place and significance of the topic in the course being studied. Then work with additional literature, make notes on the recommended sources.

In the process of studying the recommended material it is necessary to understand the construction of the topic being studied, highlight the main points, trace their logic and thereby get into the essence of the problem being studied.

It is necessary to keep records of the material being studied in the form of an outline, which, along with the visual, includes the motor memory and allows you to accumulate an individual fund of auxiliary materials for a quick repetition of what you read, to mobilize accumulated knowledge. The main forms of writing: a plan (simple and detailed), extracts, theses.

In the preparation process, it is important to compare the sources, think over the material being studied and build an algorithm of actions, carefully consider your oral presentation.

At a practical lesson, each participant should be ready to speak on all the questions posed in the plan, to be as active as possible in their consideration. The speech should be convincing and reasoned, and simple reading of an essay is not allowed. It is important to show own attitude to what is being said, express your personal opinion, understanding, substantiate it and draw the right conclusions from what has been said. Student can refer to notes of references and lectures,

directly to primary sources, use the knowledge of monographs and publications, facts and observations of modern life, etc.

A student who did not have time to speak at a practical lesson can present a prepared summary to the teacher for verification and, if necessary, answer the teacher's questions on the practical lesson to get a credit score on this topic.

The teaching and methodological support of students' independent work in the discipline "Reproductive health" is presented in Appendix 1 and includes:

- characteristics of tasks for independent self-work of students and methodological recommendations for their implementation;
- requirements for the reports and presentation of the results of independent self-work;
- criteria for assessment of execution of the independent self-work.

#### IV. CONTROL OF ACHIEVEMENT OF THE COURSE GOALS

Code and formulation of competence	Stages of competence formation			
Controlled sections / subjects	Codes and stages of competence formation	Evaluation tools		
		Current control	Interim certification / examination	
Theme 1. Gender of a person and its determining factors. Theme 2. Sexual health. Theme 3. Prevention of unwanted pregnancy. Theme 4. Sexually transmitted infections Theme 5. Infertility in marriage. Assisted Reproductive Technologies	ability and willingness to implement ethical and deontological principles in professional activities (GPC-4)	Knows	OA-1 Interview	Credit questions
		Able to	PW-1 Test	PW-1 Test
		Masters	OA-3 Report	OA-2
Theme 1. Gender of a person and its determining factors. Theme 2. Sexual health. Theme 3. Prevention of unwanted pregnancy. Theme 4. Sexually transmitted infections Theme 5. Infertility in marriage. Assisted Reproductive Technologies	readiness for medical use of drugs and other substances and their combinations in solving professional problems (GPC-8);	Knows	OA-1 Interview	Credit questions
		Able to	PW-1 Test	PW-1 Test
		Masters	OA-3 Report	OA-2
Theme 1. Gender of a person and its determining factors. Theme 2. Sexual health. Theme 3. Prevention of unwanted pregnancy. Theme 4. Sexually transmitted infections Theme 5. Infertility in marriage. Assisted Reproductive Technologies	ability and readiness to implement a set of measures aimed at the preservation and promotion of health, including the formation of a healthy lifestyle, prevention of the occurrence and (or) spread of diseases, their early diagnosis, identification of the causes and conditions of their occurrence and development, as well as aimed at eliminating the harmful effects on human health of its habitat factors (PC-1);	Knows	OA-1 Interview	Credit questions
		Able to	PW-1 Test Essay	PW-1 Test
		Masters	OA-3 Report	OA-2 Role-playing game

*Approximate types of assessment tools: interview on situational tasks, written or computer testing, standard calculations, individual tasks, abstract, essay, etc.*



Control and methodological materials as well as criteria and indicators necessary for the assessment of knowledge and skills and characterizing the stages of the formation of competencies in the process of mastering the educational program are presented in Appendix 2.

## **V. A LIST OF TEXTBOOKS AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE**

### **Main literature**

1. Global Perspectives on Women's Sexual and Reproductive Health Across the Lifecourse / Springer International Publishing AG 2018  
<https://link.springer.com/book/10.1007/978-3-319-60417-6#editorsandaffiliations>
2. Clinical Reproductive Medicine and Surgery / Springer International Publishing AG 2017 <https://link.springer.com/book/10.1007/978-3-319-52210-4#editorsandaffiliations>
3. Assisted Reproductive Technologies and Infectious Diseases / Springer International Publishing Switzerland 2016  
<https://link.springer.com/book/10.1007/978-3-319-30112-9#editorsandaffiliations>

### **Additional literature**

1. Perineal Trauma at Childbirth / Springer International Publishing Switzerland 2016 <https://link.springer.com/book/10.1007/978-3-319-14860-1#editorsandaffiliations>
2. Human Fetal Growth and Development / Springer International Publishing Switzerland 2016 <https://link.springer.com/book/10.1007/978-3-319-14874-8#editorsandaffiliations>

### **On-line resources**

1. Educational tests for students of medical faculty [Electronic resource] / - Electron. text data. Mode of access: <http://www.iprbookshop.ru/6171.html>.— ABS "IPRbooks" / <http://www.iprbookshop.ru/6171>
2. Obstetrics [Electronic resource] / Tskhai V. F. - M. : GEOTAR-Media, 2012. - <http://www.studmedlib.ru/book/ISBN9785970421079.html>
3. MED-EDU.ru -Medical portal / <http://www.medvideo.org/surgery/>
4. <http://www.studmedlib.ru/book/ISBN9785970421161.html>
5. EBS "University library online". <http://www.biblioclub.ru/>
6. ELS "Consultant of a student". <http://www.studmedlib.ru/>
7. ConsultantPlus.<http://www.consultant.EN/>

## **VI. GUIDELINES FOR LEARNING OF THE DISCIPLINE**

In the process of studying the discipline "Reproductive health" various methods and tools for learning the educational content are offered: lecture, practical exercises, tests, testing, independent work of students.

The lecture is the main active form of performing the classroom studies, explaining the fundamental and most difficult theoretical sections of human anatomy, which involves intense mental activity of student and this is especially difficult for first-year students. A lecture should always be informative, educational, and organizing. Lecture notes help to learn the theoretical material of the discipline. Listening to a lecture it is necessary to take note of the most important and preferably by student's own formulations, which allows to memorize the material better. Synopsis is useful when it is written by a student. Student can develop his/her own word reduction scheme. The name of the paragraphs can be highlighted with colored markers or pens. In a lecture the teacher gives only a small fraction of the material on one or other topics that are given in textbooks. Therefore, when working with the lecture notes, it is always necessary to use the main textbook and additional literature that are recommended in this discipline. It is such serious work of a student with lecture material that allows him to achieve success in mastering new knowledge. For the presentation of the lecture course on the discipline "Reproductive health", the following forms of active learning are used: lecture-conversation, lecture-visualization, which are made on the basis of knowledge obtained by students in interdisciplinary disciplines: "Human Anatomy", "Normal Physiology" "Pathological anatomy", "Pathological physiology". Presentations, tables, charts on a blackboard are used to illustrate the verbal information. In the course of the presentation of the lecture material posed questions or questions with elements of discussion.

### **Lecture – visualization**

Lecture is accompanied by tables, slideshows, which contributes to a better perception of the material. Lecture - visualization requires certain skills - verbal

presentation of the material must be accompanied and combined with visual form. The information presented in the form of diagrams on the board, tables, slides, allows you to form problematic issues, and contributes to the development of professional thinking of future specialists.

### **Lecture - conversation.**

Lecture-conversation, or it is also called in pedagogy a form of education “dialogue with the audience,” is the most common form of active learning and allows you to involve students in the learning process, as there is direct contact with the teacher audience. Such contact is achieved in the course of the lecture, when students are asked questions of a problem or informational matter, or when invite students to ask the questions themselves. Questions are offered to the entire audience, and any of the students can offer their own answer, another can complement it. At the same time, from lecture to lecture it is possible to identify more active students and try to activate students who are not participating in the work. This form of lecture allows teacher to engage students in work, increase their attention, thinking, gain collective experience, learn how to formulate questions. The advantage of the lecture-conversation is that it allows to attract the attention of students to the most important issues of the topic, to determine the content and pace of presentation of educational material.

### **Lecture - press conference**

At the beginning of the lesson, the teacher announces the topic of the lecture and invites students to ask him in writing questions on this topic. Each student must formulate the most interesting questions on the topic of the lecture within 2-3 minutes, write them on a piece of paper and pass the note to the teacher. The teacher within 3-5 minutes sorts the questions according to their semantic content and begins to give a lecture. The presentation of the material is presented in the form of a coherent disclosure of the topic, and not as an answer to each question asked, but during the lecture the corresponding answers are formulated. At the end of the lecture, the

teacher conducts a final assessment of the questions, revealing the knowledge and interests of the students.

### **Practical classes in the discipline "Reproductive health"**

Practical classes is a collective form of consideration of educational material. Seminars, which are also one of the main types of practical classes designed for in-depth study of the discipline, held interactively. At the workshop on the topic of the seminar, questions are sorted out and then, together with the teacher, they hold a discussion, which is aimed at consolidating the material under discussion, developing skills to debate, develop independence and critical thinking, the students' ability to navigate through large information flows, develop and defend their own position on problematic issues academic disciplines. As active learning methods are used in practical classes: a press conference, a detailed conversation, a dispute. A detailed conversation involves preparing students for each issue of the lesson plan with a uniform list of recommended and additional literature recommended for all. Reports are prepared by students on pre-proposed topics.

**Dispute** in the group has several advantages. The dispute may be called by the teacher during the course of the lesson or planned by him in advance. In the course of the controversy, students form resourcefulness, quick thinking reaction.

**Press conference.** The teacher instructs 3-4 students to prepare short reports. Then one of the participants from this group makes a report. After the report, students ask questions that are answered by the speaker and other members of the expert group. Based on the questions and answers, a creative discussion takes place along with the teacher.

### **LIST OF INFORMATION TECHNOLOGIES AND SOFTWARE**

<b>The location of the computer equipment on which the software is installed, the number of jobs</b>	<b>List of licensed software</b>
Multimedia auditorium Vladivostok Russian island,	Windows Seven enterprise SP3x64 Operating System Microsoft Office Professional Plus 2010

Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2 (Room for independent work)	office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.); 7Zip 9.20 - free file archiver with a high degree of data compression; ABBYY FineReader 11 - a program for optical character recognition; Adobe Acrobat XI Pro 11.0.00 - software package for creating and viewing electronic publications in PDF; WinDjView 2.0.2 - a program for recognizing and viewing files with the same format DJV and DjVu.
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In order to provide special conditions for the education of persons with disabilities all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilet rooms, information and navigation support signs

#### IV. MATERIAL AND TECHNICAL SUPPORT OF DISCIPLINE

For practical work, as well as for the organization of independent work, students have access to the following laboratory equipment and specialized classrooms that meet applicable sanitary and fire regulations, as well as safety requirements for educational and research and production work:

Name of equipped premises and rooms for independent work	List of basic equipment
Multimedia audience	Monoblock Lenovo C360G-i34164G500UDK; projection Screen Projecta Elpro Electrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Avervision CP355AF; lavalier Microphone system UHF band Sennheiser EW 122 G3 composed of a wireless microphone and receiver; Codec of videoconferencing LifeSizeExpress 220 - Codeonly - Non-AES; Network camera Multipix MP-HD718; Two LCD panel, 47", Full HD, LG M4716CCBA; Subsystem of audiocommentary and sound reinforcement; centralized uninterrupted power supply
690922, Primorsky Krai, Vladivostok, island Russian, the Saperny Peninsula, the village of ayaks, 10, RM. M 508	Accreditation-the simulation center: Training model of the female pelvis to demonstrate and practice the skills of childbirth, complete with accessories Training model of female pelvis for demonstration and development of obstetric skills



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**SCHOOL OF BIOMEDICINE**

**TRAINING AND METHODOLOGICAL SUPPORT OF INDEPENDENT  
WORK OF STUDENTS**

**on discipline «Reproductive health»**

**Direction of the study (Specialty) 31.05.01 «General medicine»**

**Form of study: full time**

**Vladivostok  
2017**

## The content of the obligatory independent self-work of students

Independent work includes:

- 1) home work with educational literature and a synopsis of the library lectures,
- 2) preparation for practical classes,
- 3) preparation of essay and report
- 3) preparation for testing and control interview (credit)

The order of the independent work performance by students is defined by the schedule of performance of independent work on discipline.

### Schedule of independent work on the discipline

No.	Date / Deadline	Type of independent work	Estimated norms of time for execution (hour)	Form of control
4 semester				
1	1 theme	Essay writing Preparation for practical classes	10 4	Report OA-3
2	2 theme	Preparation for practical classes	4	OA
2	3 theme	Presentation of the essay topic Preparation for practical classes	8 4	Report POA-3
3	4 theme	Preparation for practical classes Preparation for credit	4 12	OA-1 Interview PW-1 - Test

There are 46 hours of independent work in the discipline, within these hours 2 oral reports on the offered subjects are carried out.

#### Topics of essays for independent work:

1. Periods of the reproductive system formation in women.
2. Anatomical and physiological features of the female sexual system.
3. Normal menstrual cycle. Regulation of the menstrual cycle
4. Ovulation, fertilization. Stages of embryo and fetus development.



5. Sex determination. Intrauterine development of the girl's reproductive system.
6. Puberty and adolescence. Morphological and physiological characteristics.
7. Problems of puberty. Physical education.
8. Pathology of sexual development of girls
9. Functions of the female reproductive system
10. System of dispensary observation of pregnant women
11. Pre-pregnancy counselling and preparation for pregnancy
12. The influence of harmful factors on pregnancy and fetus. Teratogenicity.
13. Duration of pregnancy, definition of trimester. Counting the due date.
14. System physiotherapeutical preparation for parturition.
15. Modern methods of preparation for parturition.
16. Modern perinatal technologies
17. Social and medical problem of abortion and its complications.
18. Medical abortion. Methods of abortion. Possible complications and long-term consequences.
19. Family planning.
20. Requirements for modern contraceptives.
21. Criteria for administration of contraceptive methods.
22. Contraception for girls. Student methods of protection from unwanted pregnancy and infection.
23. Classification of sexually transmitted infections.
24. HIV infection, epidemiology, transmission routes, clinical forms.
25. Prevention of vertical transmission of HIV infection from mother to fetus and newborn.
26. Chlamydiosis. Epidemiology. Risks for sexual partners. Complications of chronic infection.
27. Trichomoniasis. Epidemiology. Clinical features.
28. Gonorrhoea. Social and medical significance.
29. Effective methods of preventing sexually transmitted infections.

## **Guidelines for writing and design of an essay**

Essay is a creative activity of the student reproducing in its structure the research activities to solve theoretical and applied problems in a particular branch of scientific knowledge. That is why the course certification work is an essential component of the educational process in higher education.

The essay is a model of scientific research, independent self-work in which a student solves a problem of a theoretical or practical nature, applying the scientific principles and methods of a given branch of scientific knowledge. The result of this scientific search may have not only subjective, but also objective scientific novelty, and therefore can be presented for discussion by the scientific community in the form of a scientific report or presentation at scientific-practical conferences, as well as in a form of research article.

Essay involves the acquisition of skills for building business cooperation, based on ethical standards of scientific activity. Purposefulness, initiative, disinterested cognitive interest, responsibility for the results of their actions, conscientiousness, competence - personality traits that characterize the subject of research activities corresponding to the ideals and norms of modern science.

The essay is an independent educational and research activity of the student. The teacher assists in a consultative manner and assesses the process and the results of the activity. Teacher provides an approximate topic of the essay work, specifies the problem and topic of research with a student or intern, helps to plan and organize research activities, assigns time and a minimum number of consultations.

The teacher receives the text of the essay for verification at least ten days before the defense.

Generally there is a certain structure of the essay, the main elements of which in order of their location are the following:

1. Title page.
2. Goal.
3. Table of Contents
4. List of abbreviations, symbols and terms (if necessary).

5. Introduction.
6. Main part.
7. Conclusion.
8. Reference list.
9. Appendixes.

The title page contains educational institution, graduating department, author, teacher or supervisor, research topic, place and year of the essay.

The title of the essay should be as short as possible and fully consistent with its content.

The table of contents (content) reflects the names of the structural parts of the essay and the pages on which they are located. The table of contents should be placed at the beginning of work on one page.

The presence of a detailed introduction - a mandatory requirement for the abstract. Despite the small volume of this structural part, its preparation causes considerable difficulties. However, this is a qualitatively executed introduction that is the key to understanding the entire work, which testifies to the professionalism of the author.

Thus, the introduction is a very crucial part of the essay. The introduction should start with a justification of the relevance of the chosen topic. As applied to the essay, the concept of "relevance" has one feature. From how the author of the essay can choose a topic and how correctly he understands and evaluates this topic from the point of view of modernity and social significance, characterizes his scientific maturity and professional preparedness.

In addition, in the introduction it is necessary to isolate the methodological basis of the essay, name the authors, whose works constituted the theoretical basis of the study. A review of the literature on the topic should show the author's thorough acquaintance with special literature, his ability to systematize sources, critically examine them, highlight the essential and determine the most important in the up-to-date state of knowledge of the topic.

The introduction reflects the importance and relevance of the chosen topic, defines the object and subject, purpose and objectives, and the chronological framework of the study.

The introduction ends with a statement of the general conclusions about the scientific and practical significance of the topic, the degree of its knowledge and sources, and the hypothesis being put forward.

The main part describes the essence of the problem, reveals the topic, determines the author's position, factual material is given as an argument and for display of further provisions. The author must demonstrate the ability to consistently present the material while analyzing it simultaneously. Preference is given to the main facts, rather than small details.

The essay ends with the final part called "conclusion". Like any conclusion, this part of the essay serves as a conclusion due to the logic of the study which is a form of synthesis accumulated in the main part of scientific information. This synthesis is a consistent, coherent presentation of the results obtained and their relation to a common goal and specific tasks set and formulated in the introduction. At this place there is a so-called "output" knowledge, which is new in relation to the original knowledge. The conclusion may include suggestions of practical matter, thereby increasing the value of theoretical materials.

So, the conclusion of the essay should contain: a) presents the conclusions of the study; b) theoretical and practical significance, novelty of the essay; c) indicated the possibility of applying the results of the study.

After conclusion it is acceptable to place the reference list of the literature used throughout. This list is one of the essential parts of the essay and reflects the independent creative work of the author of the essay.

The list of sources used is placed at the end of the work. It is made either in alphabetical order (by the name of the author or the name of the book), or in the order in which the references appear in the text of the prepared work. In all cases, the full title of the work, the names of the authors or the editor of publication are indicated if the writing team involved a group of authors, data on the number of volumes, the name

of the city and publisher in which the work was published, year of publication, number of pages.

### **Methodical recommendations for the presentation preparation**

For preparation of presentation it is recommended to use: PowerPoint, MS Word, Acrobat Reader, LaTeX-bev package. The simplest program for creation of presentations is Microsoft PowerPoint. To prepare a presentation, it is necessary to process the information collected while writing the essay.

The sequence of preparation of the presentation:

1. Clearly state the purpose of the presentation.
2. Determine what the presentation format will be: live presentation (then how long it will be) or e-mail (what will be the context of the presentation).
3. Select the entire content of the presentation and build a logical chain of presentation.
4. Identify key points in the content of the text and highlight them.
5. Determine the types of visualization (pictures) to display them on slides in accordance with the logic, purpose and specificity of the material.
6. Choose the design and format the slides (the number of pictures and text, their location, color and size).
7. Check the visual perception of the presentation.

The types of visualization include illustrations, images, charts, tables. The illustration is a representation of a real-life visual. The images - as opposed to illustrations - are metaphor. Their purpose is to cause an emotion and create an attitude towards it, to influence the audience. With the help of well-designed and presented images, information can remain permanently in a person's memory. Chart is visualization of quantitative and qualitative relationships. They are used for convincing data demonstration, for spatial thinking in addition to the logical one. Table is a specific, visual and accurate data display. Its main purpose is to structure information, which sometimes facilitates the perception of data by the audience.

### **Practical hints on preparing a presentation**

- printed text + slides + handouts are prepared separately;
- slides -visual presentation of information that should contain a minimum of text and maximum of images that bring a meaning, to look visually and simply;
- textual content of the presentation - oral speech or reading, which should include arguments, facts, evidence and emotions;
- recommended number of slides 17-22;
- mandatory information for the presentation: the subject, surname and initials of the speaker; message plan; brief conclusions from all that has been said; list of sources used;
- handouts should be provided with the same depth and coverage as the live performance: people trust more what they can carry with them than disappear images, words and slides are forgotten, and handouts remain a constant tangible reminder; handouts are important to distribute at the end of the presentation; Handouts should be different from slides, should be more informative.

### **Methodical instructions on preparation for practical classes**

Control of the results of the independent self-work is performed in the course of practical training, oral interviews, interviews, solving case study tasks, control work, including testing.

1. For practical training student must prepare: repeat the lecture material, read the desired section on the topic in the textbook.
2. The lesson begins with a quick frontal oral questioning on a given topic.
3. In classroom students work with lecture notes, slides.
4. For classes it is necessary to have a notebook for writing theoretical material, a textbook.
6. At the end of the lesson the homework is given on a new topic and is invited to make tests on the material just studied in the classroom (summary).

7. Performances and activity of students are evaluated by the current assessment.

### **Guidelines for the preparation of the report**

1. Students have independent choice of the topic of the report.
2. Selection of literary sources on the selected topic from the recommended main and additional literature is offered in the working program of the discipline, as well as work with the resources of the information and telecommunication network "Internet" specified in the working program.
3. Working with the text of scientific books textbooks must not be reduced to the reading of material, it is also necessary to analyze the selected literature, compare the presentation of the material on the topic in different literary sources, choose materials, so that the disclose the topic of the report.
4. The analyzed material is to be summarized, the most important thing is that it should not be just a conscientious rewriting of the source texts from selected literary sources without any comments and analysis.
5. On the base of analysis and synthesis of literature data, student makes a plan of the report, on the base of which the text of the report is prepared.
6. The report should be structured logically, the material is presented integrally, coherently and consistently, conclusions must be made. It is desirable that the student could express his/her opinion on the formulated problem.
7. The report takes 7-10 minutes. The report is told, not read on paper.

### **Guidelines for working with literature**

1. We need to make an initial list of sources. The basis can be a list of literature recommended in the working program of the course. For convenience, you can create your own card file of selected sources (author's name, title, characteristics of the publication) in the form of a working file in the computer. This electronic file has the advantage, because it allows you to add sources, replace the need for one to the other, to remove those that were not relevant to the subject. The initial list of

literature can be supplemented using the electronic catalogue of the FEFU library, and do not hesitate to ask for help from the library staff.

2. Working with literature on a particular topic, it is necessary not only to read, but also to learn the method of its study: to make a brief summary, algorithm, scheme of the read material, which allows you to understand it faster, remember. It is not recommended to rewrite the text verbatim.

### **Criteria for evaluation of the oral report**

Oral report on the discipline "Reproductive health" are evaluated by the grade system: 5, 4, 3.

"grade 5" is given to a student if he expressed the opinion on the formulated problem, reasoned it, having its contents and components precisely defined, able to analyze, generalize material and draw correct conclusions using the main and additional literature, freely answers questions that testifies that he knows and owns material.

"grade 4" is designated to a student, if he/she presents material on the chosen topic coherently and consistently, gives arguments to prove a particular position in the report, demonstrates the ability to analyze the main and additional literature, but admits some inaccuracies in the wording of concepts.

"grade 3" is given to the student if he/she had performed independent analysis of the main and additional literature, however those or other provisions of the report are not always enough reasoned, mistakes are allowed at the presentation of material and not always fully answers additional questions on the subject of the report.

### **Evaluation criteria for essays.**

The stated understanding of the essay as a holistic copyright text defines the criteria for its evaluation: the novelty of the text; the validity of the source choice;



the degree of disclosure of the issue essence; compliance with the requirements for registration.

Essay novelty: a) the relevance of the research topic; b) novelty and independence in the problem formulation, formulation of a new aspect of the well-known problem in the establishment of new connections (interdisciplinary, intra-subject, integration); c) ability to work with research and critical literature, systematize and structure research material; d) the appearance of the author's position, independence of assessments and judgments; d) stylistic unity of the text, the unity of genre features.

The degree of disclosure of the question essence: a) the plan compliance with an essay; b) compliance with the content of topic and plan of an essay; c) completeness and depth of knowledge on the topic; d) the validity of the methods and techniques of work with the material; e) ability to generalize, draw conclusions, compare different points of view on one issue (problem).

The validity of the source choice: a) evaluation of the used literature: whether the most famous works on the research topic are involved (including recent journal publications, recent statistics, reports, references, etc.)

Compliance with the requirements for registration: a) how true are the references to the used literature, quotes; b) assessment of literacy and presentation culture (including spelling, punctuation, stylistic culture), knowledge of terminology; c) compliance with the requirements for the volume of essay.

The reviewer should clearly state the remarks and questions, preferably with references to the work (possible on specific pages of the work), to research and evidence that the author did not take into account.

The reviewer may also indicate: whether student has addressed the topic earlier (essays, written works, creative works, olympic works, etc.) and whether there are any preliminary results; how the graduate has conducted the work (plan, intermediate stages, consultation, revision and processing of the written or lack of a clear plan, rejection of the head recommendations).

The student submits an essay for review no later than a week before the defense. The reviewer is the teacher. Experience shows that it is advisable to acquaint the student with the review a few days before the defense. Opponents are appointed by the teacher from the students. For an oral presentation a student needs about 10–20 minutes (approximately as long as he answers with tasks for the exam).

Grade 5 is given if all the requirements for writing and defending an essay are fulfilled: the problem is indicated and its relevance is justified, a brief analysis of different points of view on the problem under consideration is made and one's own position is logically presented, conclusions are formulated, the topic is fully disclosed, the volume is met, external requirements are met design, given the correct answers to additional questions.

Grade 4 is given if the basic requirements for the essay and its defense are met, but there are some shortcomings. In particular, there are inaccuracies in the presentation of the material; or there is no logical sequence in the judgments; not sufficient volume of the essay; there are omissions in the design; additional questions for the defense are accompanied with incomplete answers.

Grade 3 is given if there are significant deviations from the requirements for referencing. In particular: the topic is covered only partially; factual errors in the content of an essay or when answering additional questions; there is no output c.

Grade 2 - the topic of an essay is not disclosed, a significant misunderstanding of the problem is found.

Grade 1 - student's essay is not presented.



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION  
Federal state autonomous educational institution  
of higher education  
**« Far Eastern Federal University »**  
(FEFU)

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**SCHOOL OF BIOMEDICINE**

**FUND OF ASSESSMENT TOOLS**  
**on discipline «Reproductive health»**  
**Direction of the study (specialty) 31.05.01 «General medicine»**  
**Form of study: full time**

Vladivostok  
2017

## Passport of assessment fund

Completed in accordance with the Regulations on the Funds of Evaluation Assets of Educational Programs of Higher Education - Bachelor's Programs, Specialties, FEFU Magistrates, approved by order of the Rector No. 12-13-850 of May 12, 2015.

Code and formulation of competence	Stages of competence formation	
ability and willingness to implement ethical and deontological principles in professional activities (GPC-4)	Knows	basic principles of ethics and deontology
	Able to	ethically correctly present material about the basics of reproductive health
	Masters	ethical and deontological principles in the presentation of sexual hygiene and basics of human reproductive health
readiness for medical use of drugs and other substances and their combinations in solving professional problems (GPC-8);	Knows	the main contraceptives prescribed for prevention of unwanted pregnancy
	Able to	to recommend to modern and effective methods of contraception
	Masters	methods of consultation on the choice of methods of contraception
ability and readiness to implement a set of measures aimed at the preservation and promotion of health, including the formation of a healthy lifestyle, prevention of the occurrence and (or) spread of diseases, their early diagnosis, identification of the causes and conditions of their occurrence and development, as well as aimed at eliminating the harmful effects on human health of its habitat factors (PC-1);	Knows	anatomical and physiological features of the female body, the main sexually transmitted infections, methods of protection from unwanted pregnancy and sexual infections, the basics of marriage hygiene
	Able to	recommend measures aimed at preserving reproductive health and preventing sexually transmitted infections
	Masters	methods of implementation of the set of measures aimed at preserving health, modern and effective protection from unwanted pregnancy, prevention of inflammatory diseases of the genital organs by methods of protection from sexually transmitted infections, including formation of healthy lifestyle, sexual culture and rejection of bad habits

## CONTROL OF ACHIEVEMENT OF THE COURSE GOALS

Code and formulation of competence	Stages of competence formation			
Controlled sections / subjects	Codes and stages of competence formation		Evaluation tools	
			Current control	Interim certification / examination
Theme 1. Gender of a person and its determining factors. Theme 2. Sexual health. Theme 3. Prevention of unwanted pregnancy. Theme 4. Sexually transmitted infections Theme 5. Infertility in marriage. Assisted Reproductive Technologies	ability and willingness to implement ethical and deontological principles in professional activities (GPC-4)	Knows	OA-1 Interview	Credit questions
		Able to	PW-1 Test	PW-1 Test
	Masters	OA-3 Report	OA-2	

Theme 1. Gender of a person and its determining factors. Theme 2. Sexual health. Theme 3. Prevention of unwanted pregnancy. Theme 4. Sexually transmitted infections Theme 5. Infertility in marriage. Assisted Reproductive Technologies	1.	readiness for medical use of drugs and other substances and their combinations in solving professional problems (GPC-8);	Knows	OA-1 Interview	Credit questions
	2.		Able to	PW-1 Test	PW-1 Test
	3.		Masters	OA-3 Report	OA-2
Theme 1. Gender of a person and its determining factors. Theme 2. Sexual health. Theme 3. Prevention of unwanted pregnancy. Theme 4. Sexually transmitted infections Theme 5. Infertility in marriage. Assisted Reproductive Technologies	1.	ability and readiness to implement a set of measures aimed at the preservation and promotion of health, including the formation of a healthy lifestyle, prevention of the occurrence and (or) spread of diseases, their early diagnosis, identification of the causes and conditions of their occurrence and development, as well as aimed at eliminating the harmful effects on human health of its habitat factors (PC-1);	Knows	OA-1 Interview	Credit questions
	2.		Able to	PW-1 Test Essay	PW-1 Test
	3.		Masters	OA-3 Report	OA-2 Role-playing game

### Scale of assessment of the level of competence formation

Code and formulation of competence	Stages of competence formation		criteria	indicators	points
ability and willingness to implement ethical and deontological principles in professional activities (GPC-4)	Knows (threshold level)	basic principles of ethics and deontology	confidently explains the basic principles of ethics and deontology	ability to consistently state the basic principles of ethics and deontology	65-71
	Able to (advanced)	ethically correctly present material on reproductive health	uses ethical principles in the presentation of the material on the preservation of reproductive health	confidently presents material using the principles of ethics and deontology	71-84
	Masters (high)	ethical and deontological principles in the presentation of sexual hygiene and basics of reproductive health	proficient in ethical and deontological skills in the presentation of sexual hygiene and the basics of reproductive health	the ability to use ethical and deontological principles in the presentation of sexual hygiene and the basics of reproductive health	85-100
readiness for medical use of drugs and other substances and their combinations in solving professional	Knows (threshold level)	the main contraceptives prescribed for the prevention of unwanted pregnancy	confidently explains what methods exist to prevent unwanted pregnancy	ability to consistently present information about contraceptive methods	65-71
	Able to (advanced)	to recommend the modern and effective methods of contraception	skilfully recommends a modern methods of contraception	ability to identify the benefits of contraception and recommend it to a	71-84

problems (GPC-8);				specific patient	
	Masters (high)	methods of consultation on the choice of method of contraception	confidently explain the advantages and disadvantages of the method of contraception for the patient's choice	ability to advise the patient on the choice of contraceptive method	85-100
ability and readiness to implement a set of measures aimed at the preservation and promotion of health, including the formation of a healthy lifestyle, prevention of the occurrence and (or) spread of diseases, their early diagnosis, identification of the causes and conditions of their occurrence and development, as well as aimed at eliminating the harmful effects on human health of its habitat factors (PC-1);	Knows (threshold level)	anatomical and physiological features of the female body, the main sexually transmitted infections, methods of pre-injury from unwanted pregnancy and sexual infections	confidently explains the anatomical and physiological characteristics of women, talks about protection from STIs and modern methods of contraception	ability to confidently present information about the anatomical and physiological features of the female body, methods of contraception and methods of protection against STIs	65-71
	Able to (advanced)	recommend activities aimed at maintaining sexual health and preventing sexually transmitted infections	ability to recommend activities aimed at maintaining sexual health and preventing STIs	ability to independently appoint a set of measures aimed at maintaining and strengthening health using the prevention of abortion and infections	71-84
	Masters (high)	methods of implementation of a complex of measures for the preservation of reproductive health, effective protection from unwanted pregnancy, prevention of inflammatory diseases by methods of protection from STI, including the formation of a healthy lifestyle, sexual culture and rejection of bad habits	ability to form and implement a set of measures aimed at the preservation and strengthening of reproductive health, including the formation of a healthy lifestyle, prevention of unwanted pregnancy and sexually transmitted infections, rejection of bad habits	ability to form and implement a set of measures aimed at preserving reproductive health, including the formation of a healthy lifestyle, prevention of unwanted pregnancy and STIs, rejection of bad habits	85-100

### Questions for assessment of preliminary competencies

1. What are the main anatomical formations of the male and female reproductive system
2. What is the menstrual cycle?
3. What is ovulation?
4. What is ovule?
5. what days of the menstrual cycle is fertilization possible on?
6. What is the pregnancy duration?
7. What chromosomes the person responsible for the inheritance of sex?

8. What hormones regulate the female reproductive system?
9. What is the blood supply to the uterus and ovaries?
10. What are the layers of the uterine wall?
11. What organ produces estrogens and progestines?
12. What organs are in a woman's abdomen?
13. What organs are the external and internal genitals of women?
14. What organ produces gonadotropins?
15. What is reproductive function, sexual function?
16. What hormones are involved in the regulation of the menstrual cycle?
17. What are receptors, their purpose?
18. What is sex education necessary for?
19. What are the risks of early sexual activity?
20. Can bad habits affect reproductive health?

**Control tests** are designed for students studying the course "Reproductive health". Tests are necessary for both the control of knowledge in the process of the current interim certification, and for the assessment of knowledge, the result of which can be set off.

When working with tests, the student is asked to choose one answer out of three or four proposed. At the same time, the tests vary in their complexity. There are tests among the proposed ones containing several options for correct answers. The student must provide all correct answers.

Tests are designed for both individual and collective solutions. They can be used in the process and classroom, and independent self-work. The selection of tests necessary for the control of knowledge in the process of interim certification is made by each teacher individually.

Results of performance of the test tasks are evaluated by a teacher using a five-grade scale for certification or on system "credit" - "no credit". Grade "excellent" is given if the number of correct answers is more than 90% of the tests offered by the teacher. Grade "good" is given if the number of correct answers is

more than 70% of the tests. Grade "satisfactory" is given if the number of correct answers is more than 50% of the tests offered to the student.



## **MONITORING THE ACHIEVEMENT OF THE COURSE OBJECTIVES**

### **Questions for credit**

1. Definition of the human reproductive health.
2. Anatomy of the female reproductive system. External and internal genitals.
3. Anatomical and physiological features of the female reproductive system in different age periods.
4. Menstrual cycle. Hormonal regulation of the reproductive system.
5. Genetic determination of sex. Male and female sex cells. Fertilization.
6. Influence of environmental conditions in childhood on reproductive health.
7. Ovulation, fertilization. Stages of embryo and fetus development.
8. Morphological and physiological characteristics.
9. Physiology of puberty. Puberty.
10. Pathology of sexual development of girls
11. Functions of the female reproductive system
12. System of dispensary observation of pregnant women
13. Pre-pregnancy counselling and preparation for pregnancy
14. The influence of harmful factors on pregnancy and fetus. Teratogenicity
15. Duration of pregnancy, trimester. Counting the due date.
16. System physiotherapeutic preparation for parturition
17. Modern methods of preparation for parturition
18. Modern perinatal technologies
19. Social and medical problem of abortion and its complications.
20. Medical abortion. Methods of abortion. Possible complications and long-term consequences.
21. Prevention of abortion. Anti-abortion measures.
22. Abortion due to the medical and social reasons. Methods of pregnancy termination.
23. Family planning.
24. Criteria for the appointment of hormonal contraception.

25. Intrauterine contraception.
26. Combined oral contraceptives.
27. Male and female sterilization.
28. Prolonged methods of contraception.
29. Classification (WHO) of sexually transmitted infections.
30. Chlamydial infection of the genitals.
31. HIV infection and sexual health. Symptoms. Diagnostics. Influence on sexual and reproductive functions. Principle of treatment.
32. Sexually transmitted infections with a predominant lesion of the genitals.
33. HIV infection and sexual health. Symptoms. Diagnostics. Influence on sexual and reproductive functions. Principle of treatment.
34. Sexually transmitted infections with a predominant lesion of the genitals.

**Criteria for the formulation of the evaluation "pass" at the end of the discipline:**

1. No missed lectures and practical classes
2. Active work in the classroom.
3. Preparation of report and presentation on the proposed topic
4. Passed test credit

**Criteria for evaluation of oral response, colloquia**

Grade "5" is given to a student if he/she gives the correct answers to the discussed questions which differ in depth and completeness of disclosure of a subject, is able to draw conclusions and generalizations to give the reasoned answers which are logical and consecutive.

Grade "4" is assigned to a student if he/she is on the issues under discussion provides the right answers, is the depth and completeness of the topic, knows how to make conclusions and generalizations, but made one or two mistakes in the answers.

Grade "3" is given to a student if he/she gives answers to the discussed questions which insufficiently open it, there is no logical construction of the answer, admits several mistakes.

Grade "2" is given to a student if he/she gives answers to the discussed questions, which show that he/she does not own the material of the topic, cannot give reasoned answers, serious errors in the content of the answer are made.

**Evaluation tools for ongoing certification and credit**

**Control tests** are designed for students studying the course "Reproductive health". Tests are necessary for both the control of knowledge in the process of the current interim certification, and for the assessment of knowledge, the result of which can be set off.

When working with tests, the student is asked to choose one answer out of three or four proposed. At the same time, the tests vary in their complexity. There are tests among the proposed ones containing several options for correct answers. The student must provide all correct answers.

Tests are designed for both individual and collective solutions. They can be used in the process and classroom, and independent self-work. The selection of tests necessary for the control of knowledge in the process of interim certification is made by each teacher individually.

Results of performance of the test tasks are evaluated by a teacher using a five-grade scale for certification or on system "credit" - "no credit". Grade "excellent" is given if the number of correct answers is more than 90% of the tests offered by the teacher. Grade "good" is given if the number of correct answers is more than 70% of the tests. Grade "satisfactory" is given if the number of correct answers is more than 50% of the tests offered to the student.

### **EXAMPLES OF THE TEST TASKS**

1. Complete the definition: Health is a state of complete physical, \_\_\_\_\_ ans \_\_\_\_\_, not just \_\_\_\_\_ and \_\_\_\_\_.
2. Great medical encyclopedia defines health as follows (fill in the gaps): Health is the state of the human body, when the functions of all its organs and systems \_\_\_\_\_ and are lacking any \_\_\_\_\_.
3. What is the component of health, which determines the current state of organs and systems of the human body, which is based on the biological program of individual development:
  - a. moral health;
  - b. mental health;

- c. physical health;
  - d. somatic health.
4. The complex of characteristics of the motivational and need-information spheres of life, the basis of which is determined by the system of values, attitudes and motives of individual behavior in society – is:
- a. physical health:
  - b. somatic health;
  - c. mental health;
  - d. moral health.
5. Share of health that is depending on environmental conditions:
- a. 50 %;
  - b. 40 %;
  - c. 30 %;
  - d. 20 %.
6. A person's lifestyle includes the following categories:
- a. lifestyle;
  - b. quality of life;
  - c. standard of living;
  - d. all of the above.
7. Biosocial category, which includes ideas about a certain type of human activity and is characterized by his work, life, form of satisfaction of material and spiritual needs, the rules of individual and social behavior, is:
- a. lifestyle;
  - b. quality of life;
  - c. lifestyle.
8. Substances that can cause changes in genes are called:
- a. mutagens;
  - b. mutation;
  - c. mutants;
  - d. mutagenesis.
9. Are genetic diseases occurring:
- a. due to defects in genes or chromosomal abnormalities;

- b. as a result of intrauterine injuries and infections;
- c. due to the antisocial lifestyle;
- d. due to the conflict Rh factor of the parents.

10. What are the biological principles of healthy lifestyle:

- a. lifestyle should be \_\_\_\_\_;
- b. lifestyle should be \_\_\_\_\_ \_\_\_\_\_;
- c. lifestyle should be \_\_\_\_\_;
- d. lifestyle should be \_\_\_\_\_;
- e. lifestyle should be \_\_\_\_\_.

11. List the social principles of health:

- a. lifestyle should be \_\_\_\_\_;
- b. lifestyle should be \_\_\_\_\_;
- c. lifestyle should be \_\_\_\_\_;
- d. lifestyle should be \_\_\_\_\_;

12. Give the definition of age. Age is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

13. The nervous system of children of preschool and primary school age is characteristic of:

- a. the stability of the processes of inhibition and excitation;
- b. high excitability and weakness of braking processes;
- c. weak excitability and the strength of inhibitory processes.

14. The main indicator of the working effectiveness of the women's consultation on family planning is

- a) number of women on the site
- b) the absolute number of women seeking abortion during the year
- c) number of complications after abortion
- d) number of abortions per 1,000 women of childbearing age
- e) number of spontaneous miscarriages per 1,000 women of childbearing age

15. Abortion –

- a) this is the termination of pregnancy within up to 29 weeks

- b) called late starting since 18 weeks
  - c) absolutely contraindicated in case of high risk of Rh sensitization
  - d) may cause miscarriage, infertility
16. Mini-abortion...
- a) may be performed on an outpatient basis
  - b) it is made at a delay of menstruation up to 30 days
  - c) is performed after expansion of cervicalgia channel to No. 8 rooms Hegar's dilators
  - d) is made with the help of a curette № 2
17. What is ovulation?
- a) exit of the fertilized egg into the uterine cavity
  - b) reaching the maximum size of the dominant follicle
  - c) introduction of the ovule into endometrium
  - d) the release of mature ovule from the ovary
18. What is an ovule?
- a) any cell of the female body
  - b) endometrial cell
  - c) sex cell (gamete) of the female body
19. What days of the menstrual cycle fertilization is possible on?
- a) from the first day to the 7th day
  - b) from 9 day to 20 day
  - c) only on day 14
  - d) within 3 days after ovulation
20. What is the pregnancy duration?
- a) 41-42 weeks after conception
  - b) 9 months of obstetrics
  - c) 40 weeks from the first day of the last menstrual period
21. What are the layers of the uterine wall?
- a) external, decidual, vascular, internal
  - b) endometrium, myometrium, perimetry
  - c) subserous, submucous, interstitial

22. What chromosomes the person responsible for the inheritance of sex?
- a) 21 and 22 pairs of chromosomes
  - b) X and Y chromosomes
  - c) 15 and 21 pairs of chromosomes
23. What organ produces estrogens and progestines?
- a) pituitary
  - b) hypothalamus
  - c) ovaries
  - d) adrenal cortex
24. What organs are in the pelvic cavity of woman?
- a) uterus with appendages, ureters and bladder, rectum
  - b) uterus, ovaries, kidneys, large intestine
  - c) uterus, bladder, cecum
25. What organs are the internal genitals of a woman?
- a) vagina, uterus with fallopian tubes, ovaries
  - b) uterus with appendages, ovaries, mammary glands
  - c) uterus, adrenal glands, thyroid gland, mammary glands
26. What organ produces gonadotropins?
- a) pituitary
  - b) epiphysis
  - c) adrenal cortex
  - d) thyroid gland
27. What is reproductive function?
- a) capacity for development
  - b) ability to reproduce
  - c) activities aimed at regulating the interaction of bodies
  - d) regulation of the menstrual cycle
28. What hormones are involved in the regulation of menstrual cycle?
- a) estrogens, progesterone, testosterone, oxytocin
  - b) follicle stimulating and luteinizing hormones



- c) thyroxine, testosterone, progesterone
29. What infections belong to the sexually transmitted diseases with a primary lesion of the genital organs?
- a) gonorrhea, HIV infection, gardnerella, rubella
  - b) chlamydia, mycoplasmosis, trichomoniasis
  - c) syphilis, herpes, soft chancre
30. The most popular method of contraception in developed countries
- a) intrauterine contraception
  - b) barrier – a condom
  - c) combined oral contraception
  - d) injection