

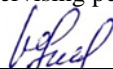


THE MINISTRY OF SCIENCE AND HIGHER EDUCATION OF RUSSIAN FEDERATION
Federal state autonomous educational institution
of higher education
FAR EASTERN FEDERAL UNIVERSITY
(FEFU)

SCHOOL OF MEDICINE

" AGREED BY"

«General medicine» educational program
Supervising person



(signature)

V.V. Usov
(FULL NAME.)



" APPROVED BY"

Clinical Medicine
Department Director


(signature)

T.A. Brodskaya
(FULL NAME.)

" 13 » December 2021

" 13 » December 2021

WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)

Reproductive Health
Specialty 31.05.01 «General medicine»
Form of study: full time

year 6, semesters B
lectures 8 hours.
practical classes 18 hours.
laboratory works are not provided
total amount of in-class lessons 26 hours
independent self-work 46 hours
control works (quantity) are not provided
course work / course project not provided
pass-fail exam 6 year, B semester
exam is not provided

The working program was drawn up in accordance with the requirements of the federal state educational standard of higher education 31.05.01 in the direction of training "General Medicine" (level of training specialist), approved by order of the Ministry of Science and Higher Education of the Russian Federation dated August 12, 2020 No. 988 and the Educational Plan in the direction of training "General Medicine".
The working program of the discipline was discussed at the meeting of the Department of the clinical medicine. Protocol No.4, 13 December 2021

Director of the Department of Clinical Medicine: Dr of science, professor Brodskaya T.A..

Prepared by: Associate professor O. A. Singur

Vladivostok
2022

Reverse side of the title page of the WPAD

I. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____

(signature) (Full Name)

II. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____

(signature) (Full Name)

III. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____

(signature) (Full Name)

IV. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____

(signature) (Full Name)

V. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____

(signature) (Full Name)

ANNOTATION

The discipline "Reproductive Health" is intended for students enrolled in the educational program 31.05.01 "General medicine".

Discipline is implemented on 6th year as an optional discipline.

Development of the working program of the discipline was made in accordance with the Federal state educational standard of higher education in the specialty 31.05.01 "General medicine" and curriculum of training students.

The total complexity of the discipline is 72 hours, 2 credits.

The course program is based on the basic knowledge previously 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 (GPC-1);

Goal of the course:

Provide students information about human psychosexual development, sexual health, the culture of intimacy, reproductive health through the prevention of sexually transmitted infections (STIs) and unwanted pregnancies; to train a qualified specialist to promote knowledge about sexual and reproductive health.

Objectives of the discipline:

1. Teaching students the anatomical and physiological characteristics of the male and female body.
2. Instill the basics of gender and sexual hygiene
3. Give the concept of the foundations of human sexual health
4. Get acquainted with modern methods of contraception.
5. To teach methods of prevention of sexually transmitted diseases.
6. Learn the basics of marriage and family life

As a result of this discipline study, students form the following general professional and professional competences:

Code and formulation of competence	Stages of competence formation	
PC-4.3 Able to justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors	Knows	about the need and indications for referring a patient for laboratory and instrumental studies, as well as for consultations with specialist doctors
	Able to	justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors
	Posses	an algorithm for justifying laboratory and instrumental examination of the patient, as well as referral of the patient to consultations with specialist doctors

The following methods of active/ interactive training are used to develop the abovementioned competencies within the discipline "Reproductive Health":

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.

THE STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE (8 hours)

Theme 1. Gender of a person and its determining factors. The concept of sexual dimorphism (2 hours)

The genetic basis of the sex formation. Anatomical and physiological features of the reproductive system of women and men. Characteristics of adolescence, taking into account puberty.

Theme 2. Sexual health of the person. Hygiene of sex and sex life (2 hours)

The concept of sexual health. Features of formation of sexuality and sexual function in men and women. The system of sexual education of children and adolescents. Hygiene of boys and girls, Hygiene of sexual life. The hygiene of sexual life.

Theme 3. Prevention of unwanted pregnancy, modern methods of contraception (2 hours)

Fertilization, the development of pregnancy. 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-pills. Emergency contraception. Intramuscular, percutaneous, subcutaneous, vaginal and intrauterine contraceptives.

Theme 4. Sexually transmitted infections (1 hours)

Features of the course of inflammatory diseases of the genitals at the present stage. Classification of sexually transmitted infections. Difficulties in diagnosis 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 (1 hours)

II. THE STRUCTURE AND CONTENT OF THE PRACTICAL PART.

(18 hours)

Lesson 1. Gender of a person and its determining factors. The concept of sexual dimorphism (4 hours)

Genetic inheritance of sex. Anatomical and physiological characteristics of the genitals of women and men. Characteristics of these features taking into account age and puberty.

Lesson 2. Sexual health. (4 hours)

The concept of sexual health. Features of formation of sexuality and sexual function in men and women. Formation and dynamics of sexuality. Psychosexual development: components and factors influencing its development. Stages of teenage sexuality. Hygiene of boys and girls, Hygiene of sexual life. The hygiene of sexual life.

Lesson 3. Prevention of unwanted pregnancy. (4 hours)

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

Lesson 4. Sexually transmitted infections (4 hours)

Features of the course of inflammatory diseases of genitals at the present stage. Classification of sexually transmitted infections. Difficulties in diagnosis 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.

Lesson 5. Final lesson (2 hours)

Interactive games on topics: prevention of STIs and choice of the 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 “Sexual health of men and women”, 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

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.	PC-4.3 Able to justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors	Knows	OA-1 Interview	Credit questions
Theme 2. Sexual health.		Able to	PW-1 Test	PW-1 Test
Theme 3. Prevention of unwanted pregnancy.		Masters	OA-3 Report	OA-2
Theme 4. Sexually transmitted infections				
Theme 5. Infertility in marriage. Assisted Reproductive Technologies				

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 "Sexual health of men and women" 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 "Sexual health of men and women", 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 "Sexual health of men and women"

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

The location of the computer equipment on which the software is installed, the number of jobs	List of licensed software
Multimedia auditorium Vladivostok Russian island, Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2 (Room for independent work)	Windows Seven enterprice SP3x64 Operating System Microsoft Office Professional Plus 2010 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.

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

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 MEDICINE

**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
2022

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 formation of the female reproductive system.
2. Anatomical and physiological features of the sexual system of men and women.

3. Normal menstrual cycle. Hormones that affect the phases of the menstrual cycle.
4. Ovulation, fertilization. Stages of embryo and fetus development.
5. Sex determination. Intrauterine development of the sexual system of a boy and a girl.
6. Formation and dynamics of sexuality.
7. Psychosexual development, factors that influence it.
8. Stages of teenage sexuality.
9. Forms of adolescent sexual behavior.
10. Puberty and adolescence. Morphological and physiological characteristics.
11. Problems of puberty. Physical education.
12. Psychological aspects of sexuality.
13. Pathology of the main manifestations of sexuality of men and women
14. Social and medical problem of abortion and its complications.
15. Medical abortion. Methods of abortion. Possible complications and long-term consequences.
16. Family planning.
17. Requirements for modern contraceptives.
18. Criteria for the appointment of contraceptive methods.
19. Contraception for girls and boys. Student methods of protection from unwanted pregnancy and infection.
20. Classification of sexually transmitted infections.
21. HIV infection, epidemiology, transmission routes, clinical forms.

22. Prevention of vertical transmission of HIV infection from mother to fetus and newborn.
23. Chlamydiosis. Epidemiology. Risks for sexual partners. Complications of chronic infection.
24. Trichomoniasis. Epidemiology. Clinical features.
25. Gonorrhoea. Social and medical significance.
26. 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 "Sexual health of men and women" 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)

SCHOOL OF MEDICINE

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

Vladivostok
2022

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	
PC-4.3 Able to justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors	Knows	about the need and indications for referring a patient for laboratory and instrumental studies, as well as for consultations with specialist doctors
	Able to	justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors
	Posses	an algorithm for justifying laboratory and instrumental examination of the patient, as well as referral of the patient to consultations with specialist doctors

CONTROL OF ACHIEVEMENT OF THE COURSE GOALS

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.	PC-4.3 Able to justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors	Knows	OA-1 Interview	Credit questions
Theme 2. Sexual health.		Able to	PW-1 Test	PW-1 Test
Theme 3. Prevention of unwanted pregnancy.		Masters	OA-3 Report	OA-2
Theme 4. Sexually transmitted infections				
Theme 5. Infertility in marriage. Assisted Reproductive Technologies				

Scale of assessment of the level of competence formation

Code and formulation of competence	Stages of competence formation		criteria	indicators	points
PC-4.3 Able to justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors	Knows (threshold level)	about the need and indications for referring a patient for laboratory and instrumental studies, as well as for consultations with specialist doctors	confidently explains indications for referring a patient for laboratory and instrumental studies, as well as for consultations with specialist doctors	ability to consistently state indications for referring a patient for laboratory and instrumental studies, as well as for consultations with specialist doctors	65-71
	Able to (advanced)	justify the necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors	uses necessity and scope of laboratory and instrumental examination of the patient, the need to refer the patient for consultations with specialist doctors	confidently presents material using the indications for referring a patient for laboratory and instrumental studies, as well as for consultations with specialist doctors	71-84
	Masters (high)	an algorithm for justifying laboratory and instrumental examination of the patient, as well as referral of the patient to consultations with specialist doctors	proficient in an algorithm for justifying laboratory and instrumental examination of the patient, as well as referral of the patient to consultations with specialist doctors	the ability to use an algorithm for justifying laboratory and instrumental examination of the patient, as well as referral of the patient to consultations with specialist doctors	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 human Reproductive and sexual health.
2. Anatomy of the female reproductive system. External and internal genitals.
3. Anatomy of male genital organs.
4. Anatomical and physiological features of the sexual system of men and women in different age periods.
5. Genetic determination of sex. Male and female sex cells. Fertilization.
6. Formation and dynamics of sexuality. Psychosexual development: components and factors influencing its development.
7. Influence of environmental conditions in childhood on sexual and reproductive health.
8. Early childhood. Teaching hygienic skills. Education, lifestyle. Influence on sexual behavior.
9. The system of education and upbringing of schoolchildren. Teaching hygienic skills. Physical education.
10. Mental, emotional and physical activity at school. School neuroses and their prevention.
11. Puberty and adolescence. Morphological and physiological characteristics. Problems of puberty. Physical education.
12. The mental state of a teenager. Mental, physical and emotional maturation.
13. Pathology of the main manifestations of sexuality of men and women
14. Medical abortion. Methods of abortion. Complications and dangers of abortion.
15. Prevention of abortion. Anti-abortion measures.
16. Abortion for medical and social reasons. Methods of termination of pregnancy.
17. Family planning.
18. Criteria for administration of hormonal contraception.

19. Intrauterine contraception.
20. Combined oral contraceptives.
21. Male and female sterilization.
22. Prolonged methods of contraception.
23. Classification (WHO) of sexually transmitted infections.
24. Chlamydial infection of the genitals.
25. HIV infection and sexual health. Symptoms. Diagnostics. Influence on sexual and reproductive functions. Principle of treatment.
26. Sexually transmitted infections with a predominant lesion of the genitals.
27. HIV infection and sexual health. Symptoms. Diagnostics. Influence on sexual and reproductive functions. Principle of treatment.
28. 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 "Sexual health of men and women". 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. Name the component of health that determines the current state of human organs and systems, the basis of which is the biological program of individual development:

- a) moral health
- b) mental health
- c) emotional health
- d) somatic health +**

2. The set of characteristics of the motivational and informational sphere of life activity, the basis of which determines the system of values, attitudes and motives of behavior of an individual in society is:

- a) physical health
- b) somatic health
- c) mental health
- d) moral health +**

3. A person's lifestyle includes categories:

- a) lifestyle
- b) quality of life
- c) standard of living
- d) all of the above +**

4. Substances that can cause changes in genes are called:

- a) mutagens +**
- b) mutation
- c) mutants
- d) mutagenesis

5. Genetic diseases occur due to:

- a) defects in genes or chromosomal abnormalities +**
- b) trauma and infections received in prenatal development
- c) as a result of asocial lifestyle
- d) conflict of the parents' Rh factor

6. The main indicator of the effectiveness of the work of the women's consultation on family planning is:

- a) the number of women under supervision
- b) the absolute number of women referred for abortion during the year
- c) number of abortion complications
- d) number of abortions per 1000 women of fertile age +**

7. Abortion:

- a) is an interruption of pregnancy before 28 weeks +**
- b) is called late starting at 18 weeks
- c) is absolutely contraindicated if there is a high risk of rhesus-factor sensibilization
- d) may cause miscarriage, infertility.

8. Mini-abortion:

- a) it is an artificial interruption of pregnancy by vacuum aspiration +**
- b) it is performed after menstrual delay up to 30 days
- c) it is performed after the dilation of the cervical canal to 8 numbers of Geger's dilators

d) it is performed using curette №2

9. What is ovulation?

a) release of a fertilized ovum into the uterine cavity

b) reaching the maximum size of the dominant follicle

c) insertion of the ovum into the endometrium

d) release of the mature ovum from the follicle +

10. What is an ovum?

a) any cell of the female body

b) an endometrial cell

c) a germ cell (gamete) of the female body +

d) all of the above

11. On which days of the menstrual cycle is fertilization possible?

a) from day 1 to day 5

b) from day 5 to 8

c) 4-5 days before ovulation and 1-2 days after it +

d) from day 25 to day 30

12. A construction that meets the interests of the individual and society and ensures a continuous succession of generations is:

a) demographic policy

b) biological reproduction

c) family +

d) society

13. A pregnancy is considered full-term if it lasts for:

a) 33 weeks

b) 35 weeks

c) 37-42 weeks +

d) 43 weeks

14. What layers does the uterine wall consist of?

a) outer, decidual, vascular, inner

b) endometrium, myometrium, perimetrium +

c) subserosal, submucosal, interstitial

d) submucosal, interstitial, serosal

15. Which chromosomes in humans are responsible for inheriting sex?

a) 21 and 22 pairs of chromosomes

b) X and Y chromosomes +

c) 15 and 21 pairs of chromosomes

d) 16 and 17 pairs of chromosomes

16. In which organ are estrogens and gestagens produced?

a) pituitary gland

b) hypothalamus

c) ovary +

d) adrenal cortex

17. Which organs are located in the pelvic cavity of a woman?

a) uterus with appendages, ureters and bladder, rectum +

b) uterus, ovaries, kidneys, large intestine

c) uterus, bladder, cecum

d) uterus, ovaries, kidneys, bladder

18. Which organs belong to the internal genital organs 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

d) uterus, ovaries, adrenal glands

19. Which organ produces gonadotropins?

a) pituitary gland +

b) epiphysis

c) adrenal cortex

d) thyroid gland

20. What is reproductive function?

a) ability to develop

b) a collection of body organs and systems that ensure the processes of fertilization and pregnancy

c) activity, aimed at regulation of interaction of organs

d) regulation of menstrual cycle

21. Which hormones are involved in the regulation of the menstrual cycle?

a) estrogens, progesterone, testosterone, oxytocin

b) follicle-stimulating hormone, estrogen, testosterone

c) thyroxine, testosterone, progesterone

d) follicle-stimulating and luteinizing hormones +

22. Which infections are classified as sexual transmitted infections with predominant genital lesions?

a) gonorrhea, HIV, rubella

b) chlamydia, mycoplasmosis, trichomoniasis

c) syphilis, herpes, chancroid+

d) rubella, mycoplasmosis, herpes

23. The most popular method of contraception in developed countries:

a) intrauterine contraception

b) barrier - condom

c) combined oral contraception +

d) injectable

24. Assessment of fallopian tubes patency is carried out using:

a) complete blood count

b) sonomammography

c) laparotomy

d) hysterosalpingography +

25. At what stages of pregnancy is a screening ultrasound scan performed?

a) 3-5, 12-16, 20-24, 28-32 weeks

b) 11-14, 18-21, 30-34 weeks +

c) 20-24, 32-34 weeks

d) 8-10, 28-40 weeks

26. An abortion, regardless of stages of pregnancy, is permitted according:
- a) woman's desire
 - b) medical indication +**
 - c) social indications
 - d) all of the above
27. Ultrasound diagnostic in the third trimester (30-34 weeks) is aimed at:
- a) evaluation of the condition of the cervix
 - b) identification of multiple pregnancies
 - c) identification of fetal malformations with late manifestation +**
 - d) identification of tubal pregnancy.
28. Failure of the isthmus and cervix is:
- a) isthmic-cervical completeness
 - b) isthmic-cervical insufficiency +**
 - c) uterine myoma
 - d) dichorionic twin pregnancy
29. Symptoms of placental detachment include:
- a) fetal DIC
 - b) absence of pain
 - c) high placenta attachment
 - d) vaginal bleeding +**
30. What are the indicators used to assess the reproductive health of the population:
- a) birth rate
 - b) maternal mortality
 - c) infant mortality rate
 - d) all variants of answers are correct +**