



**CD 8.5.1 DISCIPLINE SYLLABUS FOR
UNIVERSITY STUDIES**

Edition: 09

Date: 08.09.2021

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FACULTY MEDICINE

STUDY PROGRAM 0912.1 MEDICINE

**DEPARTMENT OBSTETRICS AND GYNECOLOGY
DISCIPLINE OBSTETRICS, GYNECOLOGY AND HUMAN
REPRODUCTION**

APPROVED

at the meeting of the Commission for Quality
Assurance and Evaluation of the Curriculum in

Medicine/Pharmacy/ Dentistry

Minutes No. ___ of _____

Chairman PhD, Associate Professor

(academic degree, scientific title)

Suman Serghei _____
(signature)

APPROVED

at the Council meeting of the Faculty

Minutes No. ___ of _____

Dean of Faculty PhD, Associate Professor

(academic degree, scientific title)

Plăcintă Gheorghe _____
(signature)

APPROVED

at the meeting of the chair Obstetrics, Gynecology and

Human Reproduction

Minutes No. 2 of 16.09.21

Head of chair PhD, Professor

Friptu Valentin _____
(signature)

SYLLABUS

**DISCIPLINE OBSTETRICS, GYNECOLOGY AND HUMAN
REPRODUCTION**

Integrated studies

Type of course: **Optional**

Curriculum developed by the team of authors:

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Chisinau, 2021



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I. INTRODUCTION

- **General presentation of the discipline:**

"Family planning" is a clinical medical discipline, the study of which at university level will allow the creation of the necessary skills to support a correct diagnosis based on the anamnesis, clinical and paraclinical examination, acquiring the notions necessary to include certain cases in the entity "Contraception and family planning".

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

- **Mission of the curriculum (aim) in professional training**

the acquisition and development of professional competencies for students in the provision of safe and efficient services in family planning .

- **Languages of the discipline:** Romanian, Russian, English and French ;
- **Beneficiaries:** students of the VI year, faculty Medicine 1, Medicine 2.

II. MANAGEMENT OF THE DISCIPLINE

Code of discipline		S.11.A.098.2	
Name of the discipline		Family planning	
Person in charge of the discipline		Valentin Friptu, PhD, professor	
Year	VI	Semester	XI
Total number of hours, including:			30
Lectures	10	Practical/laboratory hours	10
Seminars		Self-training	10
Form of assessment	E	Number of credits	1

III. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the discipline study the student will be able to:

- **at the level of knowledge and understanding:**
 - ✓ In-depth familiarization with modern contraceptives: COCs, Injectables, Implants, Copper IUDs, Levonorgestrel IUDs, condoms, barrier IUDs



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- ✓ Familiarization with WHO guidelines and recommendations
- ✓ Learning the skills for the correct selection of contraceptives based on WHO eligibility criteria
- ✓ Learning the skills to perform patient counseling
- ✓ Demonstration of the correct IUD insertion technique.
- ✓ Demonstration of manual and electric vacuum suction technique
- **at the application level:**
 - ✓ definition of reproductive health, family planning, contraception;
 - ✓ pathophysiological features, diagnosis and treatment as well as methods of prophylaxis of gynecological pathology;
 - ✓ the principles of primary and secondary prevention of genital and breast cancer;
 - ✓ methods of diagnosis of female genital infections and management of treatment;
 - ✓ methods of prevention, diagnosis and treatment of infertility in couples;
 - ✓ diagnosis of pregnancy ;
 - ✓ definition of menopause.
- **at the integration level:**
 - ✓ the use of modern biomedical methods to assess reproductive health and family planning issues
 - ✓ the development of medical thinking in Obstetrics and Gynecology
 - ✓ the compliance with the principles of medical bioethics in solving problems related to the reproductive health of the patients
 - ✓ the demonstration of certain personal and professional values regarding the respect of ethics and medical deontology
 - ✓ the establishment of effective communication in teamwork and with patients
 - ✓ the demonstration of the patient's surveillance capacity
 - ✓ the manifestation of a responsible attitude within a team in order to provide medical assistance in Obstetrics and Gynecology
 - ✓ the acquired competencies in the study of other disciplines on the solving of clinical cases in Obstetrics and Gynecology

IV. PROVISIONAL TERMS AND CONDITIONS

The 6-th year student coming to the Family planning course will need basic knowledge in anatomy, histology, physiology, pathophysiology, pharmacology, endocrinology, and other clinical specialties.

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

Lectures, practical hours/ laboratory hours/seminars and self-training

No.	THEME	Hours		
		Lectures	Practical lessons	Individual work
1.	Definition of Family planning. Modern biomedical methods for assessing reproductive health and family planning issues. Family planning counseling skills	2	2	2



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No.	THEME	Hours		
		Lectures	Practical lessons	Individual work
2.	Contemporary approaches to the use of contraceptive methods. Classification of contraceptives. Combined oral contraceptives. Contraceptives containing only progestins. Emergency contraception.	2	2	5
3.	The intrauterine device. Barrier contraception.	2	2	5
4.	Contraception in various gynecological diseases.	2	2	5
5.	Abortion and birth control services. Medical abortion.	2	2	5
		10	10	10
Total		30		

VI. PRACTICAL TOOLS PURCHASED AT THE END OF THE COURSE

Mandatory essential practical tools are:

- EXAMINATION OF THE VAGINA AND CERVIX WITH SPECULUM OR VAGINAL VALVES
- BIMANUAL VAGINAL PALPATION
- • INSERTION OF THE INTRAUTERINE DEVICE
- • VACUUM MANUAL ASPIRATION OF UTERINE CAVITY
- • UTERINE CURETTAGE

OBJECTIVES AND CONTENT UNITS

Objective	Content units
Theme 1. Definition of Family planning. Modern biomedical methods for assessing reproductive health and family planning issues. Family planning counseling skills	
<ul style="list-style-type: none"> • To know the methods of family planning, the definition of infertile couple, birth rate regulation, scheduled pregnancy. • To know modern biomedical methods to assess reproductive health and family planning issues • To know the methods of counseling in family planning 	<ul style="list-style-type: none"> • Family planning
	<ul style="list-style-type: none"> • Medical bioethical principles that solve the problems related to the reproductive health of patients.
	<ul style="list-style-type: none"> • Family planning counseling skills.
Theme 2. Contemporary approaches to the use of contraceptive methods. Classification of contraceptives. Combined oral contraceptives. Contraceptives containing only progestins. Emergency contraception.	
<ul style="list-style-type: none"> • To know the types of contraceptives and the reliability of administration to patients depending on indications, contraindications, needs and possibilities. 	<ul style="list-style-type: none"> • Classification of contraceptives • The mechanism of action of contraceptive methods • Indications and contraindications of contraceptive pills administration • Management schemes
Theme 3. The intrauterine device. Barrier contraception.	
<ul style="list-style-type: none"> • To know the types of intrauterine device, indications, contraindications, advantages and disadvantages • To know the methods of barrier contraception 	<ul style="list-style-type: none"> • Intrauterine device • Barrier contraception



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Objective	Content units
Theme 4. Contraception in various gynecological diseases.	
<ul style="list-style-type: none">To know the methods of contraception in various gynecological diseases	<ul style="list-style-type: none">IUD, condom, OCP
Theme 5. Abortion and birth control services. Medical abortion.	
<ul style="list-style-type: none">To know the types of abortion. Medical abortion: indications, contraindications, techniques and monitoring	<ul style="list-style-type: none">The definition of medical abortion, criminal, spontaneousSurgical abortion by uterine curettage and by manual or electric vacuum aspiration. Indications, contraindications and complications.Medical abortion. Directions and precautions.Contraception after abortion.

VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY FINALITIES

✓ Professional (specific) (SC) competences

- **CP1.** Responsible execution of professional tasks with the application of the values and norms of professional ethics, as well as the provisions of the legislation in force
- **CP2.** Adequate knowledge of the sciences about the structure of the body, physiological functions and behavior of the human body in various physiological and pathological conditions, as well as the relationships between health, physical and social environment
- **CP3.** Resolving clinical situations by developing a plan for diagnosis, treatment and rehabilitation in various pathological situations and selecting appropriate therapeutic procedures for them, including providing emergency medical care
- **CP4.** Promoting a healthy lifestyle, applying prevention and self-care measures
- **CP5.** Interdisciplinary integration of the doctor's activity in a team with efficient use of all resources
- **CP6.** Carrying out scientific research in the field of health and other branches of science
- **CP8.** Carrying out the pedagogical and methodical-didactic activity within the technical and professional higher education institutions in the field of health

✓ Transversal competences (TC)

- **CT1.** Autonomy and responsibility in the activity.
- **CT3.** Achieving interaction skills and social responsibility

✓ Study finalities

- To advise patients on family planning and the use of modern methods of contraception
- To use the WHO eligibility criteria in selecting the method of contraception
- To insert the IUD
- To detect side effects and inform the patient about their management
- To describe the AVM technique and the examination of the aspirated tissue
- To advise the patient in case of unwanted pregnancy



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VIII. STUDENT'S SELF-TRAINING

No.	The Expected Product	Implementation Strategies	Assessment criteria	Implementation terms
1.	Acquirement of the ViC test certificate	Learning at distance through the e-learning system Obtaining knowledge through the full course of virtual contraception	1. The ability to study at distance, individually 2. Ability to use the ViC platform	During the module
2.	Acquirement of the ViC certificate for clinical case	Learning at distance through the e-learning system Obtaining knowledge through the full course of virtual contraception	1. The ability to study at distance, individually 2. Ability to use the ViC platform	During the module

IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT

✓ *Teaching and learning methods used*

Forms of organization

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

- frontal
- individual
- group

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

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

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

Group activity involves the operation of the subgroup within the group of students, depending on the didactic objectives. This form of organization of the educational process has the following advantages: the greater involvement of each student in the activities proposed during the classes, stimulation of the student's learning motivation, transformation of the student into the subject of



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education, enabling of the capitalization of skills and individual abilities of each student, forming and developing the spirit of cooperation and openness to interaction.

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

Teaching and learning methods

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

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

a. During the lectures:

- lectures
- PowerPoint presentations

b. During the practical lessons:

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

✓ **Applied teaching strategies / technologies**

The main stages of clinical delivery-centered teaching are:

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



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

Suggestions for individual activity:

If you want to be successful in learning the course of Obstetrics and Gynecology, you should actively work with the information:

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

will be an essential support for your medical practice.

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

Methods of learning

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

✓ **Methods of assessment** (including the method of final mark calculation)

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

Evaluation is a complex didactic act integrated with the entire teaching-learning process, which ensures that the amount of knowledge gained and their value, level, performance, and effectiveness



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at a given time (currently, periodically, finally) are highlighted. Assessment is the didactic act that causes the promotion or non-promotion of students from one learning stage to another. The following qualities are required from examiners: skill, fairness, objectivity and responsibility.

The following forms of assessment are applied:

- *Current (initial and formative)*
- *Final*

Initial evaluation:

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

Formative evaluation:

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

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

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

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

The final examination:

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

a. The average during the module

- b. The written test.** Each paper consists of 100 questions from the information included in the syllabus of the course and according to the unified bibliography of the discipline that is displayed and announced to students at before each semester. The first 40 questions are single choice; another 60 questions are multiple choice. The student is offered two hours to solve the questions. All the students write the tests in the same conditions (same time interval). Written tests are marked from 0 to 10.



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The following criteria shall be taken into account when establishing the final mark:	The share expressed in percentage (Total = 100%)
1. Activity during the semester. This is the average mark of the tests during the semester	50%
2. Written test: A test based on all the subjects in the syllabus, based on the unique bibliography of the study course	50%

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

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-9,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student's record-book.

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations in the failed exam.

X. RECOMMENDED LITERATURE:

A. Compulsory

1. Williams Gynecology, Second Edition, 2012.
2. Williams Obstetrics: 24 Edition, 2014.

3. B. Additional



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1. Horga M. ș. a. Planificarea Familială. Ghid practice pentru furnizorii de servicii de planificare familială. Tipografia SC Oligraf SRL Târgu-Mureș, 2008
2. Moșin V. Sănătatea Reproducerii. Chișinău, 2010.