



Educational objectives (max. 6 items)

- C1. Student should expand the knowledge of the physiology and the pathology of the female reproductive system as well as the diagnostics and treatment of the selected female reproductive system pathologies
C2. Student should be able to discuss the subject of physiological pregnancy, delivery and postpartum;
C3. Student should be able to easily characterize the main pregnancy pathologies
C4. Student should expand his/hers knowledge regarding diagnostic methods used in perinatology and gynecology;

Education result matrix for module/course in relation to verification methods of the intended education result and the type of class

Number of course education result	Number of major education result	Student who completes the module/course knows/is able to	Methods of verification of intended education results (forming and summarising)	Form of didactic class **enter the abbreviation
K 01	FW9	knows the reproductive functions of women, related disorders, and diagnostic and therapeutic procedures concerning in particular: a) the menstrual cycle and it's disorders, b) pregnancy, c) the physiological and pathological delivery and postpartum period, d) inflammatory and oncological diseases of the genital tract , e) birth control, f) menopause, g) the basic methods of diagnosis and treatment in gynecology;	Final test, oral answer	CC, AC
S01	FU 13	- recognize the signs and symptoms of abnormal pregnancy (abnormal bleeding, uterine contractions);	Final test, oral answer	CC
S02	FU 14	- interprets the results of the physical examination of a pregnant women (blood pressure, maternal and fetal heart rate), and laboratory findings indicative of pathologies of pregnancy;		
S 03	FU 15	- interprets cardiotocography (CTG) records;		
S04	FU 16	- recognize beginning of delivery and it's abnormal duration;		
S 05	FU 17	- interprets the signs and symptoms of a physiological and pathological postpartum period;		
S 06	FU 18	- knows recommendations, indications and contraindications for the use of contraceptive methods;		

** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .

Please mark on scale 1-5 how the above effects place your classes in the following categories:

communication of knowledge, skills or forming attitudes:

Knowledge: 5



Skills: 5	
Student's amount of work (balance of ECTS points)	
Student's workload (class participation, activity, preparation, etc.)	Student Workload (h)
1. Contact hours:	60
2. Student's own work (self-study):	15
Total student's workload	75
ECTS points for module/course	4,0
Comments	
Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)	
Lectures	
1. 2. 3.	
Seminars	
1. 2. 3.	
Practical classes	
I Department of Gynecology and Obstetrics	
II Department of Gynecology and Obstetrics	
1. PATHOLOGY OF PREGNANCY- getting to know the everyday life within the ward, imaging and lab diagnostics of the pregnant patient, pharmacotherapy of the pregnant patient, invasive diagnostics (Amniocentesis and other procedures performed within the ward), management of the post-term pregnancy	
2. OPERATIVE GYNAECOLOGY - specifics of the surgical procedures performed within the ward, assisting with surgery during a surgical operation, getting to know imaging techniques used in operative gynaecology, assisting with minimally invasive gynecological procedures (such as operative hysteroscopy)	
3. POSTPARTUM and MATERNITY WARD - the rules of the postpartum management of the post cc patient vs post natural delivery patient, pharmacotherapy during lactation, diagnostics and therapy of pathologies common among postpartum patients,	
Other	
1. 2. 3. etc. ...	
Basic literature (list according to importance, no more than 3 items)	
1. Bankowski „John Hopkins Manual of Obstetrics and Gynecology” 2. Berek „ Novak’s Gynecology” 3. Brian Magowan “Clinical Obstetrics and Gynaecology”	
Additional literature and other materials (no more than 3 items)	
1. John Queenan “Fetal Medicine” 2. Catrina Bain, Kevin Burton, Jay McGavigan “Gynaecology Illustrated”	



3. James Alexander „Obstetric Emergencies, An Issue of Obstetrics and Gynecology Clinics”
4. Jason Abbott, Lucy Bowyer, Martha Finn „Obstetrics and Gynaecology an evidence-based guide”
5. Nick Panay MD. “Crash Course: Obstetrics & Gynaecology”

Didactic resources requirements (e.g. laboratory, multimedia projector, other...)

Phantom to obstetrical exercises, phantom to gynecological exercises, multimedial projector, screen, notebook, audiovisual equipment of the operating room with the possibility of transmission to the lecture hall.

Preliminary conditions (minimum requirements to be met by the student before starting the module/course)

Theoretical knowledge supported by the active participation in classes, passing the ObGyn course during 5th year

Conditions to receive credit for the course (specify the form and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades)

1. Credit test and 100% attendance.

Each absence must be made up, including rector’s day or dean’s hours.

1. The exam (part of the general ObGyn Course exam) – the single choice test covering all the subjects discussed during the ObGyn Course throughout 5th and 6th years – passing this test is critical to being cleared for the oral exam; not passing the test results in a non-passing grade from the 1st term, that is, not passing the test means the student cannot participate in the oral part of the exam in the 1st term
2. Oral exam – the practical exam – Discussing the practical exam’s case with the examiner - the exam during which each student is assigned to a patient and is required to fully diagnose the patient - including proposing and discussing the necessary diagnostic tests and therapeutic options to treat the patient’s condition

Grade:	Criteria for course
Very Good (5.0)	Outstanding (Evidence Based Medicine) knowledge of the subject (including different approaches to the pathology around the world – differences between the American, Canadian, European guidelines considering the matter), full understanding of the pathology lying under patients condition; Student can fully interpret all the test results, knows the possible diagnostic techniques (including the newest techniques), is able to determine the most possible outcome for the patient; Student can fully plan the diagnostic-therapeutic pathway for his/hers patient and can explain every step of it to the teacher
Good Plus (4.5)	Very good knowledge of the subject, full understanding of the pathology lying under patients condition; Student can fully interpret all the test results, knows the possible diagnostic techniques (including the newest), is able to determine the most possible outcome for the patient; Student can fully plan the diagnostic-therapeutic pathway for his/hers patient and can explain every step of it to the teacher
Good (4.0)	Good knowledge of the subject, in his/hers words can explain the pathology lying under patients condition; Student can interpret the most obvious test results, knows the possible diagnostic techniques; Student can fully plan the diagnostic-therapeutic



	pathway for his/hers patient and can explain every step of it to the teacher.
Satisfactory Plus (3.5)	Decent knowledge of the subject, with little help can explain the pathology lying under patients condition; Student can interpret the most obvious test results, knows most of the possible diagnostic techniques; Student can briefly plan the diagnostic-therapeutic pathway for his/hers patient and can explain every step of it to the examiner
Satisfactory (3.0)	Satisfactory knowledge of the subject, with extra help can deduct the pathology lying under patients condition; Student can interpret the most obvious test results, knows a few of the possible diagnostic techniques; Student can briefly plan the diagnostic-therapeutic pathway for his/hers patient and can explain it of it to the examiner.
Grade:	Criteria for exam (if applicable)
Very Good (5.0)	Outstanding (Evidence Based Medicine) knowledge of the subject (including different approaches to the pathology around the world – differences between the American, Canadian, European guidelines considering the matter), full understanding of the pathology lying under patients condition; Student can fully interpret all the test results, knows the possible diagnostic techniques (including the newest techniques), is able to determine the most possible outcome for the patient; Student can fully plan the diagnostic-therapeutic pathway for his/hers patient and can explain every step of it to the examiner
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Good (4.0)	Good knowledge of the subject, in his/hers words can explain the pathology lying under patients condition; Student can interpret the most obvious test results, knows the possible diagnostic techniques; Student can fully plan the diagnostic-therapeutic pathway for his/hers patient and can explain every step of it to the examiner.
Satisfactory Plus (3.5)	Decent knowledge of the subject, with little help can explain the pathology lying under patients condition; Student can interpret the most obvious test results, knows most of the possible diagnostic techniques; Student can briefly plan the diagnostic-therapeutic pathway for his/hers patient and can explain every step of it to the examiner.
Satisfactory (3.0)	Satisfactory knowledge of the subject, with extra help can deduct the pathology lying under patients condition; Student can interpret the most obvious test results, knows a few of the possible diagnostic techniques; Student can briefly plan the diagnostic-therapeutic pathway for his/hers patient and can explain it of it to the examiner.

Name of unit teaching course:	II nd Dept. of Obstetrics and Gynaecology	I nd Dept. of Obstetrics and Gynaecology
Address	ul. Borowska 213, 50-556 Wrocław	ul. Chałubińskiego 3, 50-368 Wrocław
Phone	71/733-14-97, 71/733-14-00	
E-mail	joanna.lewandowska@umed.wroc.pl	



Person responsible for course:	Prof. dr hab. Mariusz Zimmer
Phone	71/733-14-97, 71/733-14-00
E-mail	

<i>List of persons conducting specific classes:</i>	<i>degree/scientific or professional title</i>	<i>Discipline</i>	<i>Performer profession</i>	<i>Form of classes</i>
Mariusz Zimmer	Professor	Gynaecology	doctor	CC,AC
Jerzy Florjański	Assistant Professor	Gynaecology	doctor	CC,AC
Tomasz Fuchs	Assistant Professor	Gynaecology	doctor	CC,AC
Michał Pomorski	Assistant Professor	Gynaecology	doctor	CC,AC
Marek Tomiałowicz	MD, PhD	Gynaecology	doctor	CC,AC
Jakub Śliwa	MD, PhD	Gynaecology	doctor	CC,AC
Cyprian Goluda	MD, PhD	Gynaecology	doctor	CC,AC
Jacek Robaczyński	MD, PhD	Gynaecology	doctor	CC,AC
Jacek Żmijewski	MD, PhD	Gynaecology	doctor	CC,AC
Anna Rosner - Tenerowicz	MD, PhD	Gynaecology	doctor	CC,AC
Wojciech Homola	MD, PhD	Gynaecology	doctor	CC,AC
Robert Woytoń	MD, PhD	Gynaecology	doctor	CC,AC
Artur Wiatrowski	MD	Gynaecology	doctor	CC,AC
Anna Kryza	MD	Gynaecology	doctor	CC,AC
Paweł Barański	MD	Gynaecology	doctor	CC,AC
Aleksandra Zimmer	MD	Gynaecology	doctor	CC,AC
Beata Dawiec	MD	Gynaecology	doctor	CC,AC
Anna Tarczyńska	MD	Gynaecology	doctor	CC,AC
Mariusz Kasperski	MD	Gynaecology	doctor	CC,AC
Joanna Budny-Wińska	MD	Gynaecology	doctor	CC,AC
All the academic teachers and PhD students from 1 st department of Obstetrics and Gynaecology Wrocław Medical University	Professor, Assistant Professor, MD, PhD, MD	Gynaecology	physician; u.t.	CC,AC

Date of Syllabus development

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Syllabus developed by
II KATEDRA I KLINIKA
GINEKOLOGII I POŁOŻNICTWA
WROCLAW

Signature of Head of teaching unit
prof. dr hab. n. med. Mariusz Zimmer

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Signature of Faculty Dean

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Wrocław Medical University
Faculty of Medicine
Vice-Dean for English Studies
prof. Beata Górnalska, PhD

