NATIONAL MEDICAL BOGOMOLETS UNIVERSITY

Educational and Scientific Institute of Medicine

Department of Hospital Obstetrics and Gynecology and Postgraduate Education

"I APPROVE"
Vice-rector of a higher education institution
National Medical Bogomolets University
on scientific, pedagogical and educational work,
Doctor of Medical Sciences,
Professor _____ Oleg VLASENKO
"01" September 2026

WORK PROGRAM OF THE ACADEMIC DISCIPLINE

ED 6.6. "EMERGENCIES IN OBSTETRICS AND GYNECOLOGY"

Training level: for second (master's) level specialists

Discipline: 22 "Healthcare"

Specialty: 222 "Medicine"

2026–2027 academic year

"Approved" at the Cyclic Methodological

commissions on surgical disciplines

Protocol No. 1 dated "31" August 2026

Head, Associate Professor, Ph.D. Stetsenko O.P.

"Approved" at the methodological meeting of the

Departments of Hospital obstetrics and gynecology

and postgraduate education

Protocol No. 1 of "28" August 2026

Head of the Department of Hospital Obstetrics and Gynecology

and postgraduate education

doctor of medicine, professor Govsieiev D.O.

Work program of the discipline "ED 6.6. "EMERGENCIES IN OBSTETRICS AND GYNECOLOGY" for students of the second educational level (master's), specialty 222 "Medicine", VI year of study, from the Educational and Research Institute of Medicine, Faculty For Training Of Foreign Citizens, Faculty For Training Of Doctors For The Armed Forces Of Ukraine.

Teachers:

Department of Hospital Obstetrics and Gynecology and Postgraduate Education (VI Educational and Research Institute of Medicine, Faculty For Training Of Foreign Citizens, Faculty For Training Of Doctors For The Armed Forces Of Ukraine)

Developers:

- Head of the Department of Hospital Obstetrics and Gynecology and Postgraduate Education, Doctor of Medical Sciences, Professor Govsieiev D.O.,
- Head of the Department of Faculty Obstetrics and Gynecology, Doctor of Medical Sciences, Professor Benyuk V.O.,
- Professor of the Department of Obstetrics and Gynecology, Doctor of Medical Sciences Dyndar O.A.,
- Associate Professor of the Department of Hospital Obstetrics and Gynecology and Postgraduate Education, Candidate of Medical Sciences Tsapenko T.V.,
- Associate Professor of the Department of Hospital Obstetrics and Gynecology and Postgraduate Education, Candidate of Medical Sciences Burka O.A.,
- Associate Professor of the Department of Faculty Obstetrics and Gynecology, Candidate of Medical Sciences. T.R. Nikonyuk,
- Associate Professor of the Department of Faculty Obstetrics and Gynecology, Candidate of Medical Sciences Usevich I.A.,
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Description of the academic discipline

<table>
<tr><td rowspan="2">Name of indicators</td><td rowspan="2">Field of knowledge, specialty, educational level</td><td>Characteristics of the academic discipline</td></tr>
<tr><td>Full-time study</td></tr>
<tr><td>Number of credits:</td><td>Area of expertise: 22 "Healthcare"; educational level: second (master's)</td><td>Selective</td></tr>
<tr><td>Modules – 1</td><td rowspan="4">Specialty: 222 "Medicine"</td><td>Year of preparation – VI</td></tr>
<tr><td>Content modules - 1</td><td>Semesters: XI, XII</td></tr>
<tr><td>Individual research task: writing an essay on a given topic</td><td>Lectures: -</td></tr>
<tr><td>Total number of credits/hours: 90 hours / 3 credits ECTS</td><td>Practical classes: 30 hours.</td></tr>
<tr><td rowspan="2">Weekly hours for full-time study: 30;
student's independent work – 60.</td><td rowspan="2"></td><td>Independent work: 60 hours</td></tr>
<tr><td>Type of control: differential credit</td></tr>
</table>

1. Purpose, expected learning outcomes and criteria for assessing learning outcomes

Course objective- acquiring knowledge of emergency conditions in obstetrics and gynecology, mastering the general principles of managing pregnancy, childbirth and the postpartum period complicated by emergency conditions; developing the ability to analyze the obstetric and gynecological situation and surgical risks of a gynecological patient, pregnant women and women in labor, using basic and additional research methods, demonstrating

skills and abilities according to the educational and professional program (EPP).

Learning outcomes of the discipline:

know:

— medical deontology, the role of an obstetrician-gynecologist in the health care of mothers and children; methods of examining pregnant women, women in labor, and gynecological patients;

— complications of pregnancy and childbirth, which can lead to extreme conditions in obstetrics;

— The main forms of gynecological diseases that can cause acute abdominal syndrome in gynecology.

be able:

— to conduct examinations of pregnant women, women in labor, postpartum women and gynecological patients;

— assess the condition of patients;

— carry out the necessary resuscitation measures during and after childbirth;

— provide emergency care to gynecological patients, pregnant women and women in childbirth.

Criteria for evaluating learning outcomes:

The credit-modular system of organizing the educational process as an ECTS technology includes:

- studying academic disciplines structured into modules as documented, logically completed parts of the curriculum, implemented using appropriate forms of organizing the educational process and ending with a final module control;
- introduction of ECTS credits as units of measurement of a student's academic workload necessary for mastering an academic discipline;

- crediting students from the components of the curriculum (courses, practices, coursework and qualification papers) based on receiving positive grades in the final test(s). Credits are assigned to students in full accordance with the credits assigned to the educational component, and only after their full completion;
- the absence of examination sessions in the educational process schedule, as the student's mastery of each module of the academic discipline is monitored;
- the use of several assessment scales, including the ECTS rating scale, which are converted into each other according to certain rules.

Module evaluation

The grade for the module is determined based on the sum of the grades of the current educational activity (in points), which are assigned when assessing theoretical knowledge and practical skills in accordance with the lists defined by the discipline program.

The maximum number of points a student can earn while studying a module is 200 points.

Evaluation of current learning activities

When assessing the mastery of each topic of the module, the student is given a grade on a 4-point (traditional) scale using the assessment criteria adopted at the university for the discipline. The student must receive grades for each topic. In this case, all types of work provided for by the methodological development for studying the topic are taken into account.

The grade "excellent" is given to a student who has deeply and firmly mastered the material and presents it consistently, competently and logically, whose answer closely links theory with practice. At the same time, the student does not have difficulties when changing the task, freely copes with tasks, questions and other types of knowledge use, shows knowledge of monographic literature, correctly justifies decision-making, and possesses versatile skills of

practical work.

The grade "good" is given to a student who firmly knows the material, answers it competently and in essence, who does not make significant mistakes in answering questions, correctly uses theoretical provisions when solving practical issues and tasks, and possesses the necessary skills and techniques for their implementation.

A grade of "satisfactory" is given to a student who has knowledge of the main material, but has not mastered its details, makes mistakes, does not formulate it correctly enough, violates the consistency in presenting the material, and experiences difficulties in performing practical work.

An "unsatisfactory" grade is given to a student who does not know part of the program material, makes significant mistakes, performs practical skills uncertainly, with great difficulty.

Ratings on a traditional grading scale are converted into points.

2. Academic discipline program

Module: Emergencies in obstetrics and gynecology

Content module 1. Emergencies in obstetrics and gynecology

Topic 1. Preeclampsia, eclampsia..

Preeclampsia: clinic, diagnostics, treatment tactics management. Eclampsia: clinic,diagnostics, tactics, emergency care.

Topic 2. Obstetric bleeding..

Bleeding during pregnancy, childbirth and the postpartum period: clinical diagnosis, management tactics. Hemorrhagic shock: clinical diagnosis, emergency care. DIC

syndrome: clinical features, diagnostics, emergency care. Modern approaches to intensive care and resuscitation in obstetric hemorrhage.

Topic 3. Violation of ectopic pregnancy.

Modern approaches to diagnosis, treatment and emergency care for "acute abdomen". "Acute abdomen" in gynecology: ectopic pregnancy, ovarian apoplexy, rupture of the ovarian tumor capsule, torsion of the tumor leg, rupture of a purulent tubo-ovarian tumor, impaired nutrition of the myomatous node - clinic, diagnostics, tactics of a general practitioner, emergency care.

Topic 4. Pelvioperitonitis in obstetric and gynecological practice.

Pelvioperitonitis in obstetric and gynecological practice: clinical features, diagnostics, tactics, emergency care.

Topic 5 Thromboembolic complications in obstetrics and gynecology.

Thromboembolic complications in obstetrics and gynecology: features of emergency care. Differential assessment.

3. Structure of the academic discipline

Topic	**Pr. zat.**	**CRC**
Content module 1. Emergencies in obstetrics and gynecology		
Topic 1 Preeclampsia, eclampsia.	6	12
Topic 2 Obstetric bleeding.	6	12
Topic 3. Interrupted ectopic pregnancy.	6	12
Topic 4 Pelvioperitonitis in obstetric and gynecological practice.	6	12
Topic 5. Thromboembolic complications in obstetrics and gynecology. Differential assessment	6	12

Total: ECTS credits – 3; hours – 90; of which: 30 are practical (classroom) 60-independent work of students	**30**	**60**

4. Lecture topics: none

5. Seminar topics: none.

6. Topics of practical classes

No. s/n	**Topic**	**Number of hours**
1.	Preeclampsia, eclampsia.	6
2.	Obstetric bleeding.	6
3.	Interrupted ectopic pregnancy.	6
4.	Pelvioperitonitis in obstetric and gynecological practice.	6
5.	Thromboembolic complications in obstetrics and gynecology. Differential assessment	6
	Total	**30**

7. Laboratory topics: none.

8. Independent work

No. n/a	Topic	Quantity hours
1.	Emergency care for HELLP syndrome	12
2.	Emergency care for a fibroid that is developing	12
3.	Emergency care for uterine inversion during childbirth	12
4.	Emergency care for inferior vena cava symptom	12
5.	Emergency care for an abortion in progress	12
	Total	**60**

9. Individual tasks: writing an essay on a given topic.

10. Teaching methods:

- Traditional teaching methods: verbal; visual; practical.
- Methods of educational and cognitive activity: explanatory and illustrative method, problem statement method, partial search or heuristic method, research method.
- Methods of stimulating and motivating educational and cognitive activities: inductive and deductive teaching methods, methods of stimulating and motivating learning.
- Control methods as teaching methods (control by the teacher, self-control, mutual control, self-correction, mutual correction);
- Practical learning methods: brainstorming, training work, clinic work.
- Distance learning methods using modern educational platforms and educational resources (Likar, Zoom, Google-classroom, etc.).

11. Methods and forms of control, distribution of points received by students, evaluation

Forms of control and the evaluation system are carried out in accordance with the requirements of the program of the discipline "obstetrics and gynecology" approved by the MO3 of Ukraine in 2014 and the instructions for evaluating students' educational activities in the context of the implementation of the European Credit Transfer System for the Organization of the Educational Process dated 15.04.2014 No. 08-01-47/10595.

The credit-modular system of organizing the educational process as an ECTS technology includes:

- studying academic disciplines structured into modules as documented, logically completed parts of the curriculum, implemented using appropriate forms of organizing the educational process and ending with a final module control;
- introduction of ECTS credits as units of measurement of a student's academic workload necessary for mastering an academic discipline;
- crediting students from the components of the curriculum (courses, practices, coursework and qualification papers) based on receiving positive grades in the final test(s). Credits are assigned to students in full accordance with the credits assigned to the educational component, and only after their full completion;
- the absence of examination sessions in the educational process schedule, as the student's mastery of each module of the academic discipline is monitored;
- the use of several assessment scales, including the ECTS rating scale, which are converted into each other according to certain rules.

Module evaluation

The grade for the module is determined based on the sum of the grades of the current educational activity (in points), which is assigned when assessing theoretical knowledge and practical skills in accordance with the lists defined by the discipline program.

The maximum number of points a student can earn while studying each module

is 200 points.

Evaluation of current learning activities

When assessing the mastery of each topic of the module, the student is given grades on a 4-point (traditional) scale. This takes into account all types of work provided for in the methodological development for studying the topic. The student must receive grades for each topic.

When assessing the mastery of each module topic, the student is given a grade on a 4-point (traditional) scale using the evaluation criteria for the discipline adopted at the university. All types of work provided for by the methodological development for studying the topic are taken into account.

The grade "excellent" is given to a student who has deeply and firmly mastered the material and presents it consistently, competently and logically, whose answer closely links theory with practice. At the same time, the student does not have difficulties when changing the task, freely copes with tasks, questions and other types of knowledge use, shows knowledge of monographic literature, correctly justifies decision-making, and possesses versatile skills of practical work.

The grade "good" is given to a student who firmly knows the material, answers it competently and in essence, who does not make significant mistakes in answering questions, correctly uses theoretical provisions when solving practical issues and tasks, and possesses the necessary skills and techniques for their implementation.

A grade of "satisfactory" is given to a student who has knowledge of the main material, but has not mastered its details, makes mistakes, does not formulate it correctly enough, violates the consistency in presenting the material, and experiences difficulties in performing practical work.

An "unsatisfactory" grade is given to a student who does not know part of the program material, makes significant mistakes, performs practical skills uncertainly, with great difficulty.

Ratings on a traditional grading scale are converted into points.

Conversion into points at each lesson.

Grades given on a traditional scale are converted into points depending on the number of topics in the module.

Traditional scale	**Conversion to points (for a 200-point scale)**							
	Approximate number of topics in the module							
	33-36	***20-22***	***17-18***	***11-12***	***10-11***	***9-8***	***7***	***6***
"5"	3	5	6	9	10	12	15	18
"4"	2.5	4	5	7	8	10	12	15
"3"	2	3	4	5	6	8	9	12
"2"	0	0	0	0	0	0	0	0

The weight of each topic within a module in points must be the same, but may be different for different modules of the same discipline and is determined by the number of topics in the module.

The final score for the current activity is determined as the arithmetic sum of the scores for each lesson and for individual work.

The maximum number of points that a student can score for the current activity while studying the module is calculated by multiplying the number of points corresponding to the grade

"5", for the number of topics in the module with the addition of points for the student's individual assignment, but not more than 200 points.

The minimum number of points per module that a student must score during its study to be admitted to the final module examination is calculated by multiplying the number of points corresponding to a grade of "3" by the number

of topics in the module.

Assessment of individual student assignments

Points for individual assignments are awarded to the student only upon successful completion and defense.

The number of points awarded for various types of individual tasks (reports at SNT, publication of theses and articles, reports at Ukrainian and international conferences and symposia) depends on their volume and significance, but no more than 10-12 points. They are added to the sum of points earned by the student in classes during the current educational activity. In no case can the total sum of points for the current educational activity exceed 200 points.

Assessment of students' independent work

Students' independent work, which is provided for by the topic of the lesson, along with classroom work, is assessed during the current control of the topic in the corresponding lesson. The mastery of topics that are assigned only for independent work is checked during the final module control.

Conversion of the number of points from the discipline into grades on the ECTS scale and on the four-point (traditional) scale

Points from a discipline are independently converted into both the ECTS scale and the four-point scale. ECTS points are not converted into the four-point scale and vice versa.

Discipline scores for students who have successfully completed the discipline program are converted by the department into a traditional four-point scale using absolute criteria as shown in the table below.

Score on a multi-point (200) scale	**Rating for four-point scale**
from 170 to 200 points	**"5"**

from 140 to 169 points	**"4"**
from 139 to 111 points	**"3"**
below 111 points	**"2"**

LIST OF QUESTIONS FOR STUDENT PREPARATION FOR CURRENT AND FINAL CONTROL "Emergencies in obstetrics and gynecology"

1. Emergency care for ectopic pregnancy
2. Emergency care for central placenta previa
3. Emergency care for moderate neonatal asphyxia
4. Emergency care for severe neonatal asphyxia
5. Emergency care for ruptured fallopian tube
6. Emergency care for vulvar hematoma of the external genitalia
7. Emergency care for uterine bleeding in menopause
8. Emergency care for severe preeclampsia
9. Emergency care for preeclampsia
10. Emergency care for eclampsia
11. Emergency care for a running transverse fetal position
12. Emergency care for threatened uterine rupture
13. Emergency care for pulmonary edema in pregnant women
14. Emergency care for amniotic fluid embolism
15. Emergency care for lateral placenta previa
16. Emergency care for 1st degree placental abruption

17. Emergency care for ruptured tubo-ovarian tumor
18. Emergency care for a third-degree perineal tear
19. Emergency care for 3rd degree placental abruption
20. Emergency care for Kuveler's uterus
21. Emergency care for bleeding in the 3rd stage of labor
22. .Emergency care for pulmonary embolism
23. .Emergency care for hypo-, atonic bleeding
24. .Emergency care for placenta previa
25. Emergency care for hypoglycemic coma
26. Emergency care for hemorrhagic shock stage 2
27. Emergency care for hemorrhagic shock grade 3
28. Emergency care for bleeding in obstetrics
29. Emergency care for an abortion that has begun
30. Emergency care for threatened miscarriage
31. Emergency care for an abortion in progress
32. Emergency care for inferior vena cava symptom
33. Emergency care for uterine rupture that has occurred
34. Emergency care for hypotensive crisis in pregnant women
35. Emergency care for trauma to the soft birth canal
36. Emergency care for ruptured ovarian cyst
37. Emergency care for placenta accreta
38. Emergency care for ovarian apoplexy
39. Emergency care for Nair syndrome

40. Emergency care for septic abortion
41. Emergency care for a 2nd degree perineal tear
42. .Emergency care for hyperosmolar coma
43. Emergency care for hypertensive crisis in pregnant women
44. Emergency care for hemotransfusion shock
45. Intensive therapy of acute DIC syndrome
46. Emergency care for septic shock
47. Emergency care for anaphylactic shock
48. Emergency care for a fibroid that is emerging
49. Emergency care for uterine inversion during childbirth

13. Methodological support

Name of educational component	Component type	Equipment
1. Tools for conducting obstetric-gynecologic alexaminati on.	Medical instruments, obstetrics and gynecology, for the disciplines "Obstetrics and "gynecology (including the basics of perinatal psychology)" and	1. Sterile gynecological examination set No. 1: plastic vaginal mirror Cusco, brush, cotton swab, spatula, gloves (pair), glass, diaper, shoe covers. 2. Transport medium for liquid cytology +
	"Obstetrics and Gynecology with Medical Psychology"	brush type F. 3. Fetal stethoscopes: wooden and metal. 4. Obstetric metal tazometer by Martin.
2. Phantoms for carrying out obstetric-	Phantom equipment course, obstetrics and gynecology, for the disciplines "Obstetrics and	1. Phantom for practicing inspection skills cervix in during the postpartum period. 2. Phantom for practicing the reception

gynecological examination and working out skills in disciplines.	gynecology (including basics perinatal psychology)" and "Obstetrics and Gynecology with medical psychology"	Leopold, fetal heartbeat monitoring and measuring the circumference of the abdomen, as well as caring for mammary glands. 3. Newborn phantom for studying biomechanism childbirth. 4. Anatomical model of the female pelvis for practice conducting pelviometry and studying the biomechanism childbirth.
3. Video materials practical skills with obstetrics and gynecology	Videos – an example of performing practical skills in obstetrics and gynecology for disciplines "Obstetrics and Gynecology (including the basics of perinatal psychology)" and "Obstetrics and Gynecology with Medical Psychology"	

RECOMMENDED READING

Basic

1. Antibacterial therapy in obstetrics: a manual K.: "Knyga-plus", 2026. – 200 p. edited by Prof. Govseev D.O.
2. Gynecology: a textbook. / edited by I.B. Ventskivska, V.P. Lakatosh, V.M. Kushcha. – Kyiv: Intermed Publishing House, 2017. – 246 p.
3. “Teaching manual on obstetrics” for students and teachers of medical universities of III-IV levels of accreditation, edited by Prof. Ventskivska I.B., Prof. Lakatosha V.P., Assoc. Prof. Kushcha V.M. – K: RA “Harmony”, 2018. – 210 p.
4. “Extreme conditions in obstetrics” – edited by Prof. Ventskovsky B.M. K; RA “Harmony”, 2017. – 169 p.
5. V. Grishchenko, M. Shcherbyna, B. Ventskivskyi “Obstetrics and Gynecology: in Two Books.” Book 1. Obstetrics. 4th edition. K. Publishing

House “Medicina”, 2020, 422 p.

6. V. Hryshchenko, M. Shcherbyna, B. Ventskivskyi “Obstetrics and Gynecology: in Two Books.” Book 2. Gynecology. 3rd edition.. K. Publishing House “Medicina”, 2020, 376 p.
7. Clinical Obstetrics and Gynecology: 4th edition (Brian A. Magowan, Philip Owen, Andrew Thomson) – VSV “Medicine”, 2021. – 454 p.
8. Obstetric phantom/Edited by Prof. V.O. Benyuk, I.A. Usevich, O.A. Dyndar. - Kyiv: "Health of Ukraine", 2019. - 198 p.
9. Obstetrics and Gynecology from 10 teachers – Mc-Quillan-Robertson – 2022 – 21th edition – 798 p.
10. Essential Obstetrics and Gynecology: textbook / ed. : I. Symonds, S. Arulkumaran. - 6th ed. - Edinburgh; London New York: Elsevier, 2020. - 460 p.
11. Netter's obstetrics & gynecology: textbook / RP Smith. - 3rd ed. - Philadelphia : ELSEVIER, 2017. - 604 p.
12. Bertin A. Education in the womb. The amazing sensory abilities of the fetus. — Kyiv: Avanpost, 2003. — 202 p.
13. Korczak Janusz. How to Love Children. — Lviv: Svichado, 2005. — 419 p.

Additional:

1. Algorithms in obstetrics and gynecology. Textbook (ed. Benyuk V.O.). Co-authors: Dyndar O.A., Usevich I.A., Govseev D.V., Goncharenko V.N., Gichka N.M., Kovalyuk T.V.-K., 2019 - "Library "Health of Ukraine" - P.542.

2. Likhachev V. K. “Obstetrics. Volume 1. Basic Course.” Publishing House “Nova Knyga”, 2021, 392 p.

3. Likhachev V. K. “Obstetrics. Volume 2. Basic Course.” Publishing House “Nova Knyga”, 2022, 392 p.

4. Likhachev V. K. “Gynecology. 2nd edition.” Publishing house “Nova Knyga”, 2021. 688 p.

5. Physiological obstetrics: a textbook for students of medical

(pharmaceutical) colleges, academies and nursing institutes / I. B. Nazarova, V. B. Samoilenko. - 2nd ed. revised and supplemented. - Kyiv: Medicine, 2018. - 407 p.

6. Gynecology: a textbook for students of medical (pharmaceutical) colleges, schools, academies and nursing institutes / O. V. Stepankivska, M. O. Shcherbyna. - 4th ed., revised. - Kyiv: Medicine, 2018. - 432 p.

7. Obstetrics and gynecology: a textbook for students and interns of medical faculties / I. R. Nitsovych. - Chernivtsi: BSMU, 2023 - Vol. 1: Physiological obstetrics. - 2023. - 322 p.

8. Obstetrics and gynecology: a textbook / M. A. Bolotna, V. I. Boyko, T. V. Babar; Sumy State University - Sumy: Sumy State University, 2018. - 306 p.

9. Emergencies in obstetric practice: practical guide [for obstetrician-gynecologists] / A. Ya. Senchuk, V. G. Ginzburg, I. I. Chermak. - Kyiv: Fenix, 2019. - 330 p.

10. Nonoperative gynecology: a textbook for interns and trainees of postgraduate education institutions (faculties) of the Ministry of Health of Ukraine / M. I. Zhilyaev [et al.]. - Ternopil: Ukrmedknyga, 2017. - 255 p. : tables, ill. - Bibliography: p. 247-255.

11. Current issues of obstetrics in the practice of a family doctor: a manual for interns and students of postgraduate education institutions / Yu. V. Voronenko [et al.]; ed. Yu.V. Voronenko et al.; National Medical Academy of Postgraduate Education named after P.L. Shupyk, Inst. of Family Medicine. - Kyiv: Zaslavskyi O.Yu., 2016. - 346 p. : ill., tables. - (Family Medicine). - Bibliography: p. 323-333.

12. Current gynecology: from doctor to patient / T.E. Tkachuk. - Kyiv: Medknyga, 2016. - 75 p.

13. Practicum on obstetrics/ I. Bachynska. - K.: Medicine, 2021. - 108 p.

14. Obstetrics and gynecology: collection of regulatory documents. Part 1 / Kyiv Mys Scientific Information and Analytical Center of Medical Statistics; Editor-in-chief T. V. Marukhno. - Kyiv: Medinform, 2015. - 404 p.

15. Obstetrics and gynecology: collection of regulatory documents. Part 2 / Kyiv Mys Scientific Information and Analytical Center of Medical Statistics; Editor-

in-chief T. V. Marukhno. - Kyiv: Medinform, 2015. - 456 p.

16. Clinical protocols for providing medical care in obstetrics, gynecology, neonatology: collection of regulatory documents. Part 2 / Kyiv Mys Scientific Information and Analytical Center for Medical Statistics; Editor-in-chief T. V. Marukhno. - Kyiv: Medinform, 2015. - 384 p.

17. Clinical protocols for providing medical care. Obstetrics, gynecology, neonatology: collection of regulatory documents. Part 1 / Kyiv Mys Scientific Information and Analytical Center for Medical Statistics; Editor-in-chief T. V. Marukhno. - Kyiv: Medinform, 2015. - 348 p.

18. Guidelines Obstetrics: study guide for students of 4th, 5th and 6th year of study Medical faculty / A. Senchuk, I. Chermak, I. Ventskivska [et al.] ; Private higher educational establishment "Kyiv Medical University", Bogomolets National Medical University. - Kyiv: Book-plus, 2020. - 204 p.

19. KAPLAN Medical USMLE Step 2 CK Lecture Notes 2020 Obstetrics and Gynecology: lecture course / ed. EP Sakala. - New York: Kaplan, Inc, 2019. - 293 p.

20. Blueprints Obstetrics & Gynecology: textbook / TL Callahan, AB Caughey. - 7th revised ed. - Philadelphia; Baltimore; New York: Wolters Kluwer, 2018. - 592 p.