

**DANYLO HALYTSKY LVIV NATIONAL MEDICAL UNIVERSITY  
DEPARTMENT OF PSYCHIATRY, PSYCHOLOGY AND SEXOLOGY**

«APPROVED»  
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pedagogical work  
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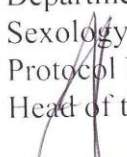


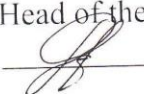
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**WORKING EDUCATIONAL DISCIPLINE PROGRAM**  
**ББ 1.60 " BASICS OF SEXOLOGY AND SEXOPATHOLOGY "**

(optional discipline)

Second (master's) level of higher education  
Field of knowledge 22 "Healthcare"  
specialty 222 "Medicine"

Discussed and approved at the  
educational-methodical meeting of the  
Department of Psychiatry, Psychology and  
Sexology  
Protocol No 9 dated 4 May 2023  
Head of the Department  
  
Prof. Rostyslav BILOBRYVKA

Approved  
by the Profile Methodical Board on  
Therapeutic Disciplines  
Protocol No3 dated 4 May 2023  
Head of the Board  
  
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## INTRODUCTION

The study program of the educational discipline "Basics of sexology and sexopathology" is compiled in accordance with the Standard of higher education of the *second (master's) level* of the field of knowledge 22 "Health care" specialty 222 "Medicine" of the educational program of the master of medicine.

### Description of the academic discipline (abstract)

The educational discipline "Basics of sexology and sexopathology" for students is compiled taking into account modern theoretical and practical requirements for knowledge, skills and abilities necessary for future doctors in providing medical care. Sexology is a branch of clinical medicine that includes the system of interdisciplinary scientific knowledge and is aimed at studying the conditions and factors of the development of violations and deviations of human sexual health for the purpose of their diagnosis, treatment, and psychotherapeutic correction. Therefore, the course on the basics of sexology outlines a range of problems related to both manifestations of normal sexuality and issues of general and special (child and adolescent) sexopathology. Current educational activities of students are monitored in practical classes in accordance with specific goals. The following means of evaluation of the level of students' training are used: testing, written or oral answers to control questions, solving clinical cases and interpreting and evaluating their results. The final control of students' knowledge is carried out after the completion of the study of the discipline by credit. The evaluation of the student's success in the discipline is a rating, is presented on a multi-point scale and is defined according to the ECTS system and the scale adopted in Ukraine. The educational discipline "Fundamentals of sexology and sexopathology" is optional for students of specialty 222 "Medicine". The educational process is organized according to the requirements of the European credit transfer system.

The structure of the academic discipline	Number of credits, hours			Year of study (semester)	Type of evaluation	
	Total	Auditory				individual
		Lectures (Hours)	Practical classes (hours)			
<b>Name of discipline:</b> Basics of sexology and sexopathology <i>Content section I</i>	2 credits / 60 hours	-	26	34	5th year (IX, X semesters)	<b>Credit</b>

**The subject of study** of the academic discipline is the sphere of sexual functioning, sexual development, its types and variants, the formation of sexual relations, sexual deviations.

#### **Interdisciplinary connections:**

The educational discipline "Fundamentals of sexology and sexopathology" is a branch of clinical medicine that includes the system of interdisciplinary scientific knowledge and is aimed at studying the conditions and factors of the development of violations and deviations of the sexual health of adults, children and adolescents for the purpose of their diagnosis, treatment, psychotherapeutic correction, expertise and rehabilitation, prevention. It is based on knowledge of anatomy, physiology, medical psychology and psychiatry, as well as endocrinology, urology, gynecology. Therefore, the course "Fundamentals of sexology and sexopathology" outlines a range of problems related to both manifestations of normal sexuality and issues of general and special sexopathology.

#### **1. The purpose and tasks of the educational discipline**

- 1.1. **The purpose of teaching** is modern views on the state of human sexual health and the influence of various social, psychological, biological, environmental and other factors on it.
- 1.2. **The main tasks are** - studying the social and hygienic basics of sexuality

- 1) Study of the research methodology of normal sexuality.
- 2) Study of the system of preventive measures aimed at preventing the occurrence and development of violations and deviations of sexual health.
- 3) The assimilation of modern and perspective methods of treatment of sexual disorders in the general system of health care practice

As a result of studying the discipline " Basics of sexology and sexopathology", the student **should know**:

- the history of the development of sexology and sexopathology;
- consider the peculiarities of male and female sexuality, its age- and individual-typological variations;
- find out the psychological features of heterosexual and homosexual relationships;
- the main regularities of psychosexual development;
- stages of sexuality formation
- the main directions of scientific research on this issue;
- physiological bases of sexuality and sexual behavior;
- definitions, criteria, types of sexual norms;
- disorders of prenatal sexual differentiation;
- disorders of psychosexual development, sexual behavior, sexual identification; etiology of sexual disorders and possible ways of their prevention.

As a result of studying the discipline " Basics of sexology and sexopathology", the student **should be able to**:

- give a scientific analysis to various approaches to explaining the nature of human sexuality;
- to explain the peculiarities of the psychosexual development stages;
- to determine the causes of individual differences in the manifestations of sexuality;
- identify problems of a sexual nature;
- provide psychological assistance to a person depending on the violation;
- to evaluate the sexual harmony of a married couple;
- provide psychological counseling to a married couple;
- apply some psychotherapeutic techniques.

1.3. **Competences and learning outcomes**, the formation of which is facilitated by the discipline " Basics of sexology and sexopathology"

According to the requirements of the Standard of Higher Education of Ukraine for the second (master's) level of higher education, the discipline " Basics of sexology and sexopathology" ensures that students acquire the following **competencies**:

- ***integral***:

The ability to solve complex problems, including those of a research and innovation nature in the field of medicine. Ability to continue learning with a high degree of autonomy.

- ***general***:

**GC 1.** Ability to abstract thinking, analysis and synthesis.

**GC 2.** The ability to learn and master modern knowledge.

**GC 3.** Ability to apply knowledge in practical situations.

**GC 4.** Knowledge and understanding of the subject field and understanding of professional activity.

**GC 5.** Ability to adapt and act in a new situation.

**GC 6.** Ability to make informed decisions.

**GC 7.** Ability to work in a team.

**GC 8.** Ability to interpersonal interaction.

**GC 10.** Ability to use information and communication technologies.

**GC 11.** Ability to search, process and analyze information from various sources.

**GC 12.** Determination and persistence in relation to assigned tasks and assumed responsibilities.

**GC 13.** Awareness of equal opportunities and gender issues.

**GC 14.** The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

**GC 15.** The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, techniques and technologies, to use different types and forms motor activity for active recreation and leading a healthy lifestyle.

- *special (professional, subject):*

SC 1. Ability to collect medical information about the patient and analyze clinical data

SC 2. Ability to determine the necessary list of laboratory and instrumental studies and evaluate their results

SC3. Ability to establish a preliminary and clinical diagnosis of the disease.

SC4. The ability to determine the necessary regime of work and rest for the treatment and prevention of diseases.

SC 5. Ability to determine the nature of nutrition in the treatment and prevention of diseases in patients of various ages: infants, children, adolescents and adults.

SC 6. Ability to determine the principles and nature of treatment and prevention of diseases among adults, as well as children and adolescents.

SC 7. Ability to diagnose emergency conditions in adults, children and adolescents.

SC 8. Ability to determine tactics and provide emergency medical care to a child.

SC 9. Ability to carry out medical evacuation measures.

SC 10. Ability to perform medical manipulations.

**SC11.** Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility in the field of sexology and sexopathology;

**SC 17.** Ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual (including children and adolescents), family, population.

SC 20. Ability to conduct epidemiological and medical-statistic all research on the health of children and adults; processing of social, economic and medical information.

**SC 21.** Clearly and unambiguously convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to students.

**SC24.** Compliance with ethical principles when working with patients and laboratory animals.

**SC25.** Observance of professional and academic integrity, bear responsibility for the reliability of the obtained scientific results

Detailing of competencies in accordance with the NRC descriptors in the form of the "Competence Matrix".

### Competence Matrix

№	Classification of competencies in accordance with the NRC	Knowledge	Skills	Communication	Autonomy and responsibility
1	2	3	4	5	6
<b>Integral competences</b>					
The ability to solve complex problems, including those of a research and innovation nature in the field of					

medicine. Ability to continue learning with a high degree of autonomy					
General competences					
1	Ability to abstract thinking, analysis and synthesis.	To know methods of analysis, synthesis and further modern education	To be able to analyze information, to make informed decisions, to be able to acquire up-to-date knowledge	Establish appropriate connections to achieve goals.	To take responsibility for the timely acquisition of modern knowledge
2	Ability to learn and acquire modern knowledge.	Know the current trends in the development of the fields of discipline and analyze them	Be able to analyze professional information, make informed decisions, acquire up-to-date knowledge	Establish appropriate connections to achieve goals.	To take responsibility for the timely acquisition of modern knowledge
3	Ability to apply knowledge in practical situations	Have specialized conceptual knowledge acquired in the learning process.	To be able to solve complex tasks and problems that arise in professional activity.	Clear and unambiguous presentation of one's own conclusions, knowledge and explanations that justify them to specialists and non-specialists.	To take responsibility for decision-making in difficult conditions
4	Knowledge and understanding of the subject area and understanding of professional activity	To have deep knowledge of the structure of professional activity.	To be able to carry out professional activities that require updating and integration of knowledge.	The ability to effectively form a communication strategy in professional activities	To take responsibility for professional development, the ability for further professional training with a high level of autonomy.
5	Ability to adapt and act in a new situation.	Know the types and methods of adaptation, the principles of action in a new situation	To be able to apply means of self-regulation, to be able to adapt to new situations (circumstances) of life and activity.	Establish appropriate connections to achieve results.	To take responsibility for the proper use of self-regulation methods.
6	Ability to make a reasoned decisions	To know communication tactics and strategies, laws and methods of communicative behavior	To be able to make an informed decision, choose methods and strategies of communication to ensure effective teamwork	To use communication strategies and interpersonal skills	To take responsibility for the choice and tactics of the method of communication
7	Ability to work in a	To know	Be able to choose	Use	To take

	team	communication tactics and strategies, laws and methods of communicative behavior.	methods and strategies of communication to ensure effective teamwork	communication strategies	responsibility for the choice and tactics of the method of communication
8	Ability to interpersonal interaction	To know the patterns and methods of interpersonal interaction	To be able to choose methods and strategies of communication for interpersonal interaction	To be able to use interpersonal skills	To take responsibility for the choice and tactics of the method of communication
10	Ability to use information and communication technologies	Have deep knowledge in the field of information and communication technologies used in professional activities	To be able to use information and communication technologies in a professional field that requires updating and integration of knowledge.	To use information and communication technologies in professional activity	To be responsible for the development of professional knowledge and skills.
11	Ability to search, process and analyze information from various sources.	The ability to search for sources using information technologies	To be able to use information technologies and to have search skills in scientific and metric databases	Use information technologies in professional activities	To take responsibility for information from scientifically proven sources, reliability of information.
12	Determination and persistence in relation to assigned tasks and assumed responsibilities.	Ability to persevere in professional tasks and responsibilities	Possess professional qualities and communication methods to perform assigned tasks and duties	Use effective methods of communication and management for timely and high-quality performance of assigned tasks and duties	To take responsibility for persistence, timeliness and quality of performance of tasks and duties
13	Awareness of equal opportunities and gender issues.	To know social and civil rights and duties in the context of gender issues	To form a civil position, to be able to act in accordance with it regarding gender beliefs	The ability to communicate one's civic position, defend one's beliefs, detect and oppose gender discrimination	To take responsibility for one's social actions, to act in accordance with laws that regulate

					equal opportunities in the context of gender issues
14	The ability to realize one's rights and responsibilities as a member of society, to be aware of the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.	Know your social and civil rights and responsibilities	To form personal civic consciousness, to act according to the principles	The ability to communicate personal civic and social position	To be responsible for social and civic activities
15	The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technologies, to use various types and forms of motor activity for active recreation and leading a healthy lifestyle	To know the basics of ethics and deontology, to have knowledge about the history and patterns of development of the subject area, to know the basics of a healthy lifestyle	To be able to apply ethical and deontological norms and principles in professional activity, to apply the principles of a healthy lifestyle to professional activity as well	The ability to carry out professional activities based on the principles of ethics and deontology, to carry out informational and educational activities regarding the promotion of a healthy lifestyle	To be responsible for the implementation of ethical and deontological norms and principles in professional activity, for maintaining personal physical and mental health.

**Special (professional, subject) competences**

1	Ability to collect medical information about the patient and analyze clinical data.	Have specialized knowledge about the functioning of human mental processes, the peculiarities of the functioning of the physiological sphere of a	To be able to conduct an examination, a clinical interview, to be able to conduct a conversation with a person about the peculiarities of his somatic and mental	Effectively form a communication strategy when communicating with the patient.	To be responsible for the observance of ethical principles in communication with the patient
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		person, the peculiarities of psychosexual development	state, problems in the sexual sphere		
2	Ability to determine the necessary list of laboratory and instrumental studies and evaluate their results.	Have knowledge of the main instrumental and psychological methods used in psychology to diagnose the functioning of the psychosexual sphere, as well as interpret ultrasonography, examinations in the field of endocrinology, gynecology, urology	Be able to analyze the results of research and, based on them, form an idea about the functioning of psychosexual processes	To prescribe reasonably examinations and evaluate the results	Be responsible for the correct interpretation of instrumental psychological research
3	Ability to establish a preliminary and clinical diagnosis of the disease.	To highlight and identify the psychological peculiarities of the patient's personality and the patient's psychological reactions to the disease in persons with psychosexual disfuncios	Be able to apply methods for assessing the psychological state of a person, identify difficulties in communication with the patient and his relatives in persons with psychosexual disfuncios	Determine the main difficulties in compliance with the patient based on the patient's psychological traits in persons with psychosexual disfuncios	To be responsible for a high quality assessment of the patient's psychological state and the possibility of further compliance
4	The ability to determine the necessary regime of work and rest for the treatment and prevention of diseases.	Determine the necessary mode of work and rest for a patient with a somatic or mental illness. To determine the necessary regime of work and rest for medical workers. Know the signs of "burnout" syndrome and professional deformation.	Provide recommendations on ensuring the quality of life of a person suffering from a disease by organizing work and rest regime Provide recommendations to others and follow them to ensure quality of life, prevention of professional burnout syndrome and professional deformation.	Develop individual plans for a person suffering from a somatic disease, taking into account his professional activity and lifestyle. Develop individual plans for effective work capacity and opportunities for emotional recovery of medical workers	To comply with the relevant ethical and legal norms by making a reasoned decision according to the existing algorithms and standard schemes regarding the appointment of the work and rest regime
5	The ability to determine the	To have a specialized	To determine the nature of nutrition	Ability to provide the therapeutic	Be responsible for the

	nature of nutrition in the treatment and prevention of diseases in patients of various ages: infants, children, adolescents and adults.	knowledge of metabolic disturbances and treatment regimens for eating disorders	for patients with eating disorders	nutritional recommendations for patients with eating disorders	reasonableness of the prescribed nutritional regime for patients with eating disorders
6	Ability to determine the principles and nature of treatment and prevention of diseases in adults, as well as children and adolescents.	Have specialized knowledge of algorithms for providing psychological assistance and methods of psychotherapeutic correction of the patient's attitude to the disease. To have knowledge about the occurrence and signs of mental state disorders in medical workers due to the peculiarities of professional activity	Be able to identify and identify effective strategies for providing psychological and psychotherapeutic assistance to a child based on evidence-based treatment methods Be able to identify and identify effective strategies for providing psychological and psychotherapeutic assistance to medical workers	The ability to carry out psychological correction regarding the types of attitude to the disease and to provide psychological and psychotherapist mental help to patients suffering from somatic diseases, to provide psychological and psychotherapist mental help medical workers	To be responsible for making a decision regarding the principles and nature of providing psychological and psychotherapeutic help to patients suffering from somatic diseases, medical workers
7	Ability to diagnose emergency conditions in adults, children and adolescents.	Determine conditions associated with the impact of an emergency situation that will require psychological first aid	Determine the algorithm of actions and communication strategies when providing assistance to patients in conditions associated with the impact of an emergency situation	Be able to apply knowledge that determines communication strategies when communicating with a patient who is in an emergency situation and has suffered a negative impact on the mental state	Adhere to ethical and legal norms when communicating and diagnosing a condition that requires urgent psychological help for a person
8	Ability to determine tactics and provide emergency medical help for a child.	Knowledge of clinical symptoms of emergency conditions that require emergency medical care. To have knowledge of algorithms for	To define a clear algorithm of actions for providing emergency medical care based on clinical signs in emergency situations.	The ability to provide emergency care, following clinical guide lines and taking into account the individual characteristics of	Be responsible for the timely and high-quality provision of emergency medical care in accordance with clinical recommendations in emergency

		providing emergency medical care according to clinical protocols.		the patient.	situations in psychiatry and neurology
9	Ability to carry out medical evacuation measures.	To organize the provision of medical assistance and medical evacuation measures to patients in emergency situations and combat operations, incl. Infield conditions.	To form rational medical routes for patients; to organize interaction with colleagues in their own and other institutions, organizations and institutions.	To determine the need for additional methods of examination and consultation of specialists of various profiles for high-quality emergency medical care	Determine and ensure the need for continued treatment in outpatient conditions after providing emergency first aid until stabilization of the physical and mental state
10	Ability to perform medical manipulations.	Knowledge of performing general medical manipulations (intramuscular and intravenous injections, etc.).	Be able to perform general medical manipulations.	Ability to perform medical manipulations.	Be responsible for performing medical manipulations
11	Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.	Have knowledge of the difficulties in the ethical context when conducting examinations and prescribing diagnostic examinations and treatment	Take into account the interests of the researched person when conducting examinations, conducting diagnostic examinations	To create a safe, trusting environment when communicating with patients and their partners, explain the purpose and procedure of assigned studies	To take responsibility for creating safe conditions and effective communication with the patient regarding medical examinations
17	The ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual (including children and adolescents), family, population.	Have knowledge about psychological, physiological and social factors affecting the sexual sphere and its disorders	Be able to identify negative factors associated with psychosexual disorders	Ability to assess factors associated with impact on psychosexual health	Be responsible for identifying negative factors of influence that are related to psychosexual disorders
20	Ability to conduct epidemiological and medical-statistical research on the	Know about the methods of assessing the prevalence of	To be able to conduct medical and statistical research among defined	Effectively determine the main tasks and work with the	Be responsible for the quality of conducted research and the

	health of children and adults; processing of social, economic and medical information.	mental disorders among children, have knowledge about the collection and processing of data from epidemiological and medical-statistical studies	groups of the children's population	data obtained as a result of conducting a medical and statistical study	reliability of the results
21	To convey clearly and unambiguous one's own knowledge, conclusions and arguments on health care issues	To have knowledge about communicative styles and features of informing patients about the treatment and diagnostic process in the field of sexology and sexopathology, about scientific research in sexology and sexopathology.	Be able to conduct an initial interview with children and relatives. To be able to effectively form a therapeutic relationship with patients, taking into account age and individual psychological characteristics	The ability to effectively and qualitatively convey information in various life situations and psychological states of the patient	To be responsible for the correct, unambiguous and accessible explanation of information about the state of health, psychosexual development and peculiarities of scientific research in the field of sexology and sexopathology, as well as methods used in the diagnostic process, potential principles of treatment, side effects of potential pharmacotherapy and methods of correction of psychosexual disorders
24	Adherence to ethical principles when working with patients and laboratory animals.	Knowledge of research and treatment ethics in working with patients	To be able to communicate effectively with patients based on the principles of medical ethics	The ability to communicate effectively, to form good compliance, based on the principles of medical ethics with patients	To be responsible for compliance with the rules of medical ethics in the medical and diagnostic process with patients
25	Adherence to professional and academic integrity, to be responsible for	Knowledge of the legal basis of examination, diagnostic	Be able to independently carry out educational psychoeducational	Ability to honestly and responsibly perform	Responsibility for the presented performance

the reliability of the obtained scientific results	procedures of patients, principles of integrity in conducting scientific research	activities among the population, express their views, make their own decisions, use information technologies in research in the field of sexology and sexopathology	professional educational and scientific activities in the field of sexology and sexopathology	results, integrity, trust and responsibility for one's own actions.
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**Learning outcomes:**

Integrative final program learning outcomes, the formation of which is facilitated by the educational discipline.

Learning outcomes for the discipline.

**To acquire modern knowledge about:**

- histories of the development of sexology and sexopathology;
- to know the peculiarities of male and female sexuality, its age and individual-typological variations;
- to know the psychological features of hetero- and homosexual relationships, the factors affecting them
- to know the main patterns of psychosexual development in a child;
- to know the stages of the formation of sexuality in childhood
- to be oriented in the main directions of scientific research in the field of sexology and sexopathology, stages of implementation, ethical principles
- to know the physiological bases of sexuality and sexual behavior;
- to study disorders of prenatal sexual differentiation;
- to know disorders of psychosexual development, sexual behavior, sexual identification;
- to know the etiology of sexual disorders, ways of detection and probable ways of their prevention.

**Be able to apply knowledge in practical situations:**

- give a scientific analysis of different approaches to explaining the nature of human sexuality, and apply it in practical activities
- determine the causes of individual differences in the manifestations of sexuality;
- identify problems of a sexual nature;
- explore the sexual harmony of a married couple;
- provide advice to parents regarding the child's psychosexual development;
- apply some psychotherapeutic techniques in the treatment process.

Compliance with the standard definition of learning outcomes and competencies

Learning outcome	Program learning result code	Competency code
To have a thorough knowledge of the structure of professional activity. To	PLR -1	GC -1, GC -2, GC -3, GC -4, GC -5, GC -6, GC -7,

be able to carry out professional activities that require updating and integration of knowledge. To be responsible for professional development, the ability for further professional training with a high level of autonomy.		GC – 8,GC–11, GC–12, GC–13, GC – 14, GC – 15, SC – 1, SC -2, SC– 3, SC – 4, SC -6, SC – 7, SC-17, SC-20, SC-21, SC-24, SC-25
Understanding and knowledge of fundamental and clinical biomedical sciences, at a level sufficient for solving professional tasks in the field of health care.	PLR- 2	GC – 4, GC – 6, GC – 11, GC– 12, SC – 1, SC -2, SC– 3, SC– 4, SC-17, SC-20, SC-24
Specialized conceptual knowledge that includes scientific achievements in the field of health care and is the basis for conducting research, critical understanding of problems in the field of medicine and related interdisciplinary problems	PLR- 3	GC -1, GC -2, GC – 3, GC– 6, GC – 7, GC– 8, GC– 11, GC – 12, SC– 1, SC -2, SC – 3, SC - 20, SC – 21, SC-24, SC-25
Identify and identify leading clinical symptomsandsyndromes (accordingtolist 1); accordingtostandardmethods, usingpreliminarydataofthepatient'shistory, dataofthepatient'ssexamination, knowledgeabouttheperson, hisorgansandsystems, establish a preliminaryclinicaldiagnosisofthedisease (accordingtolist 2).	PLR -4	GC – 3, GC – 4, SC – 3, SC – 24
Collectcomplaints, lifeanddiseasehistory, assessthepsychomotorandphysicaldevelopmentofanadultpatientandchild, thestateoforgansandsystemsofthebody, basedontheresultsoflaboratoryandinstrumentalstudies, evaluateinformationaboutthediagnosis (accordingtolist 4), takingintoaccounttheageofthepatient.	PLR-5	GC -1, GC -2, GC – 3, GC – 6, GC – 7, SC -1, SC – 2, SC – 3, SC – 7, SC – 8, SC – 11, SC – 24.
To establish the final clinical diagnosis by making a reasoned decision and analyzing the received subjective and objective data of clinical, additional examination, carrying out differential diagnosis, observing the relevant ethical and legal norms, under the control of the	PLR - 6	GC -1, GC -2, GC – 3, GC – 6, GC – 7, GC – 8, SC-1, SC-3, SC -7, SC-8, PC–11, SC-24

head physician in the conditions of the health care institution (according to the list 2)		
Assign and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) (according to list 4) of patients with diseases body systems for differential diagnosis of diseases (according to list 2).	PLR-7	GC – 8, SC -1, SC – 2, SC -24
To determine the main clinical syndrome or what causes the severity of the victim`s status (according to list 3) by making a reasoned decision and assessing the person's condition under any circumstances (in the conditions of a health care facility, outside its borders), including in the conditions of an emergency and hostilities, in field conditions, in conditions of lack of information and limited time.	PLR - 8	GC – 3, GC – 4, SC – 5, SC – 6, SC– 7, SC– 8, SC – 9, SC–10, SC-11, SC-24
Determine the nature and principles of treatment (conservative, operative) of patients with diseases (according to list 2), taking into account the age of the patient, in the conditions of a health care institution, outside its borders and at the stages of medical evacuation, including in field conditions, on the basis of a preliminary clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes, in case of the need to expand the standard scheme, be able to substantiate personalized recommendations under the control of the head physician in the conditions of a medical institution.	PLR- 9	PC– 1, PC– 2, SC -6, SC -7, SC -8, SC-10,
Determine the necessary work schedule, rest and diet on the basis of the final clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes.	PLR - 10	GC– 4, SC-4, SC -5, SC-24
Form rational medical routes for patients; organize interaction with colleagues in their own and other institutions, organizations and institutions;	PLR -16	SC – 3, SC – 7, SC – 10, SC -11

to apply tools for the promotion of medical services in the market, based on the analysis of the needs of the population, in the conditions of the functioning of the healthcare institution, its division, in a competitive environment.		
Search for the necessary information in the professional literature and databases of other sources, analyze, evaluate and apply this information.	PLR - 21	GC - 2, GC - 10
Apply modern digital technologies, specialized software, and statistical methods of data analysis to solve complex healthcare problems.	PLR-22	GC - 5, SC - 17,
Apply modern digital technologies, specialized software, and statistical methods of data analysis to solve complex healthcare problems.	PLR - 23	SC - 17, SC - 21
To convey clearly and unambiguously own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.	PLR- 25	GC - 5, GC - 6, PC - 11, PC - 17, PC - 21
Manage work processes in the field of protection health conditions that can be complex, unpredictable and need new ones strategic approaches; to organize work and professional development of personnel taking into account acquired skills of effective teamwork with adherence to leadership positions, appropriate quality, accessibility and justice, provision of integrated medical care.	PLR - 26	GC - 1, GC - 3, GC - 5, GC - 6 SC - 7, SC - 9, SC - 11
Communicate freely in the state (national) and English languages, both orally and in writing to discuss professional activities, research and projects.	PLR - 27	GC - 5, GC - 6, GC - 7, GC - 8, GC - 15, SC - 11, SC - 21
Make effective decisions on health care issues, assess the necessary resources, take into account social, economic and ethical consequences	PLR-28	GC 12, GC - 15

## 2. Information volume of the academic discipline

60 hours and 2 ECTS credits are allocated to the study of the academic discipline.

The program of the discipline " Basics of sexology and sexopathology" consists of 1 content module.

### Basics of sexology and sexopathology



### Content section 1. " Basics of sexology and sexopathology"

Topic 1. Subject and tasks of sexology. Definition of the subject and tasks of sexology.

Topic 2. The history of the formation and development of sexology. Organization of sexology service in Ukraine.

Topic 3. Sexual health and sexual harmony. Gender, gender role and gender identity

Topic 4. Normal human sexuality. Norm problems in sexology.

Topic 5. Development and formation of human sexuality. Stages of sexuality formation in childhood and adolescence.

Topic 6. Hygiene and psychohygiene of sexual life.

Topic 7. Sexual harmony and disharmony of a married couple.

Topic 8. Diagnostic measures in sexology.

Topic 9. Clinical forms of sexual health disorders.

Topic 10. Clinical forms of sexual health disorders depending on gender

Topic 11. Some clinical forms of sexual deviations.

Topic 12. Forensic sexology.

Topic 13. Therapeutic, corrective and rehabilitation measures of sexology and sexopathology.

Topic 14. Psychotherapy in sexology, its types.

Topic 15. Preventive measures in sexology.

### 3. The structure of the academic discipline

Names of content modules and topics	Hours			
	total	lect	pract.	indiv.
<b>Module 1. Basics of sexology and sexopathology</b>				
<b>Content module 1. <i>General issues of sexology</i></b>				
1. Subject and tasks of sexology. Definition of the subject and tasks of sexology.	4		2	2
2.The history of the formation and development of sexology in Ukraine and the world. Organization of sexology service in Ukraine.	4			4
3. The concept of sexual health and sexual harmony.	4		2	2
4.Normal human sexuality. "Norm" problems in sexology	6		2	4
5. Development and formation of human sexuality. Stages of the formation of sexuality.	4		2	2
6.Hygiene and psychohygiene of sexual life	4		2	2
7.Sexual harmony and disharmony of a married couple.	4		2	2
8.Diagnostic measures in sexology.	4		2	2
9.Clinical forms of sexual health disorders in men.	2		2	
10.Clinical forms of sexual health disorders in women.	2		2	
11. Some clinical forms of perversions and deviations.	6		2	4
12.Forensic sexology.	2		1	1
13.Therapeutic, corrective and rehabilitation measures of sexology and sexopathology.	4		1	3
14. Psychotherapy in sexology, its types.	4		2	2
15. Preventive measures in sexology.	6		2	4

<b>Total</b>	<b>60</b>		<b>26</b>	<b>34</b>
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#### 4. Lecture topics

According to order 1009-z dated 16.03.23. the curriculum does not provide for lectures

#### 5. Topics of practical classes

№п/п	Topics	Hours
1.	The subject and tasks of sexology. The place of clinical sexology among medical disciplines. Organization of sexology service in Ukraine	2
2.	Sexual health and sexual harmony. Sexual culture in the historical aspect and its transformations.	2
3.	Sex, gender role and gender identity. The issue of gender non-conformity.	2
4.	The concept of sexological norms. The norm is even and individual. Ethical and cultural aspects of understanding the norm in sexology.	2
5.	Psychosexual development in childhood and adolescence. Stages of formation of human sexuality, disorders of psychosexual development and its consequences.	2
6.	Sexuality of man and woman. Anatomical and physiological features and harmonious development.	2
7.	Harmony of sexual and family relationships. Hygiene and psychohygiene of sexual life. Contraception and family planning.	2
8.	Disharmony of sexual and family relationships. The main crises of family life.	2
9.	Diagnostic measures in sexology. Syndromeology and nosology of sexological diagnosis	2
10.	Sexual disorders in men	2
11.	Sexual disorders in women	2
12.	Therapy and correction of sexual disorders and sexual disharmony. Ways of psychotherapeutic interventions in sexology	2
13.	Forensic sexology. Sexual violence and harassment in peacetime and wartime.	2

#### 6. Individual work

№п/п	Topic	Hours
1.	Formation and formation of human sexuality. Stages of the formation of sexuality. Biology of sexuality. Stages and components of the copulatory cycle. Formation of psychosexual orientations.	6
2.	The history of the formation and development of sexology in Ukraine and in the world. Periodization of the development of sexology. Modern sexological research	4
3.	Perversions and deviations. Forensic sexology. Formation of motivation for sexual crimes. Types of disorders of sexual identification and sexual orientation.	4
4.	Psychosexual development. Sexual education: principles, models and measures.	6
5.	Therapeutic, corrective and rehabilitation measures in sexology and sexopathology. Psychotherapy in sexology, its types.	6
6.	Sexual disorders with somatic, infectious pathology and medication use.	4
7.	Sexual disorders in mental disorders of the neurotic and psychotic spectrum	4

#### 7. Individual tasks.

Not provided by the curriculum.

## 8. Teaching methods

In the process of teaching the discipline, various teaching methods are used:

- According to the dominant means of education: verbal, visual;
- Depending on the main didactic tasks: obtaining new knowledge, forming abilities and skills, checking and evaluating knowledge, as well as:
- oral discussion of the topic with the participation of most of the students in the group;
- blitz survey;
- discussions on problem situations;
- abstract speeches;
- testing in written form;
- performance of written tasks, etc.

The result of the student's independent out-of-classroom work is reproduced in the form of presentations, presentations or the defense of essays.

## 9. Evaluation methods

Methods and forms of control and assessment of students' success in the discipline are carried out using standardized control methods: testing, structured written work, work with medical documentation, control of practical skills. Control methods include - current control in practical classes (with the solving of 10 test tasks), for a correct answer to 9-10 tests, the student receives an "excellent" grade, 8-7 tests - "good", 6-5 tests - "satisfactory", 4-0 tests - "unsatisfactory". The student performs individual work after completing the practical classes. The final control of mastering the discipline is the credit.

## 10. TYPES OF CONTROL

### Current control

The task of current control is to check the level of the student's readiness to perform specific work: assimilation of relevant educational material, acquisition of knowledge and formation of skills for solving specific issues and situations, ability to independently process texts, ability to understand the essence of the content of the lesson material, formation of skills to perform the necessary practical skills and manipulations, publicly or in writing to justify one's own point of view, the ability to work in a team, the ability to bear responsibility for the recommendations and decisions made, etc. Current control is carried out on the basis of a comprehensive assessment of the student's activity and acquired competencies (knowledge, abilities, skills, etc.), which includes control of the basic level of knowledge, the quality of practical skills, the level of theoretical knowledge and the results of the final control of the level of knowledge. Forms of ongoing control are determined by the department and reflected in the curriculum of the relevant discipline.

### Assessment of current educational activities

Current control is carried out during training sessions on a 4-point scale, while all types of work provided for by the program are taken into account. The student receives a traditional mark for each topic, which is converted into points. Types of current control are: test tasks, typical clinical cases, structured written answers, assessment of practical skills.

#### *Evaluation methods (to control methods)*

*Theoretical knowledge:*

- written and computer testing (MISA),
- individual survey, interview,
- content-structured written works.

*Practical skills and abilities:*

- control of implementation of standardized practical skills provided by the student's practical training plan in the discipline;
- analysis of laboratory and instrumental test's results;

## 11. Form of final control of knowledge

The form of the final control of study in the discipline is a credit, which is based on the results of current control in accordance with the discipline program and does not provide for a separate session for establishing the credit. At the last thematic class, after the discussion on the topic, the teacher of the academical group announces the sum of the student's points based on the results of the current control and on the performance of individual work. The result of the assessment is displayed as "passed" or "not passed". To "passed", a student must score at least 120 points for the current educational activity.

**Evaluation criteria**

Grade 5 ("excellent") - the student mastered theoretical material flawlessly, demonstrates deep and comprehensive knowledge of the topic, analyzes scientific sources, thinks critically, knows how to implement theoretical knowledge in practical activities.

Grade 4 ("good") - the student has mastered the theoretical material well, has the main aspects from primary sources and recommended literature, presents the studied material in a reasoned manner, has good practical skills, but certain inaccuracies and errors may be allowed.

Grade 3 ("satisfactory") - the student has basically mastered the educational material, orients himself in primary sources and recommended literature, however, significant mistakes are made in theoretical knowledge and performance of practical skills.

Grade 2 ("unsatisfactory") - the student has not mastered the theoretical material, does not know how to perform practical skills, does not orient himself in educational literature.

The minimum number of points that a student must score for a current educational activity to receive a credit is 120 points, the maximum number of points that a student can score for a current educational activity to receive a credit is 200 points.

**12. Scheme of scoring and distribution of received students points:**

*The maximum number of points* that a student can score for the current educational activity to receive credit is 200 points.

*The minimum number of points* that a student must score for the current educational activity in order to receive credit is 120 points.

During the evaluation, the points that the student received during the training sessions are taken into account on a 4-point scale, while taking into account all types of work provided by the program. The student receives a traditional mark for each topic, which is converted into points. The calculation of the number of points is carried out on the basis of the grades received by the student on a traditional scale during the study of the discipline during the semester by calculating the arithmetic average (SA), rounded to two decimal places. The obtained value is converted into points on a multi-point scale as follows:

$$x=(CA \times 200) / 5$$

**Recalculation of the average grade for the current activity into a multi-point scale for disciplines that finish by credit**

4-grade scale	200-grade scale	4--grade scale	200-grade scale	4--grade scale	200-grade scale	4--grade scale	200-grade scale
5	200	4.45	178	3.92	157	3.37	135
4.97	199	4.42	177	3.89	156	3.35	134
4.95	198	4.4	176	3.87	155	3.32	133
4.92	197	4.37	175	3.84	154	3.3	132
4.9	196	4.35	174	3.82	153	3.27	131
4.87	195	4.32	173	3.79	152	3.25	130

4.85	194	4.3	172	3.77	151	3.22	129
4.82	193	4.27	171	3.74	150	3.2	128
4.8	192	4.24	170	3.72	149	3.17	127
4.77	191	4.22	169	3.7	148	3.15	126
4.75	190	4.19	168	3.67	147	3.12	125
4.72	189	4.17	167	3.65	146	3.1	124
4.7	188	4.14	166	3.62	145	3.07	123
4.67	187	4.12	165	3.57.	143	3.02	121
4.65	186	4.09	164	3.55	142	3	120
4.62	185	4.07	163	3.52	141	Less than 3	Not enough
4.6	184	4.04	162	3.5	140		
4.57	183	4.02	161	3.47	139		
4.52	181	3.99	160	3.45	138		
4.5	180	3.97	159	3.42	137		
4.47	179	3.94	158	3.4	136		

*Individual students work* is evaluated during the current control of the topic in the corresponding class. The learning of topics that are assigned to individual work only is assessed during the final control.

Points from the discipline are independently converted both to the ECTS scale and to the 4-point (national) scale. Points from the ECTS scale are not converted into a 4-point scale and vice versa.

Points of students studying in one specialty, taking into account the number of points scored in the discipline, are ranked on the ECTS scale as follows:

<b>Grade ECTS</b>	<b>Statistical indicator</b>
A	The best 10 % of students
B	Next 25 % of students
C	Next 30 % of students
D	Next 25 % of students
E	The last 10 % of students

Ranking with the assignment of grades "A", "B", "C", "D", "E" is carried out for students of this course who are studying in one specialty and have successfully completed the study of the discipline. Students who receive grades of FX, F ("2") are not listed as ranked students. Students with an FX grade automatically receive an "E" grade after retaking. Discipline points for students who have successfully completed the program are converted to a traditional 4-point scale according to the absolute criteria, which are shown in the table below:

<b>Discipline points</b>	<b>Evaluation on a 4-point scale</b>
From 170 to 200 points	5

From 140 to 169 points	4
From 139 points to the minimum number of required points	3
Below the minimum required points that the student must score	2

The ECTS grade is not converted to the traditional scale, since the ECTS scale and the four-point scale are independent. The objectivity of the evaluation of the students' educational activity is checked by statistical methods (the correlation coefficient between the ECTS grade and the grade on the national scale).

### 13. Methodical support

1. Plans of practical classes and specific goals
  2. Lectures notes
  2. Tasks for individual student's work
3. Questions and tasks for current control of students' knowledge and skills, clinical cases
4. List of practical skills subject to mandatory verification

### 14. List of educational and methodical literature

#### Basic:

1. Waguih W. Ishak ed. The Textbook of Clinical Sexual Medicine. – Springer International Publishing AG, 2017 – 134 p.
2. Michal Lew-Starowicz, Annamaria Giraldi, Tillmann H. C. Krüger ed. / Psychiatry and Sexual Medicine: A Comprehensive Guide for Clinical Practitioners, Springer 2021
3. Yacov Reisman, Lior Lowenstein, Francesca Tripodi ed. / Textbook of Rare Sexual Medicine Conditions 1st ed., Springer 2022

#### Supplementary

1. Joanne Davila, Brian A. Feinstein, Christina Dyar, Jeremy Jabbour // Psychology of Sexual Orientation and Gender Diversity // 2020, American Psychological Association
2. Garnik Kocharyan // HYPERSEXUAL BEHAVIOR DUE TO PREMATURE PSYCHOSEXUAL DEVELOPMENT: CLINICAL EXAMPLES // Health of Man J, Sep 30, 2021, DOI: <https://doi.org/10.30841/2307-5090.3.2021.246215>
3. Garnik Kocharyan // DIMINISHED LIBIDO, ITS MANIFESTATIONS AND DEFINITIONS OF HYPOACTIVE SEXUAL DESIRE DISORDER // Health of Man J, Dec 30, 2021, DOI: <https://doi.org/10.30841/2307-5090.4.2021.252407>
4. Garnik Kocharyan // PREVALENCE OF DIMINISHED LIBIDO AND HYPOACTIVE SEXUAL DESIRE DISORDER // Health of Man J, Dec 30, 2021, DOI: <https://doi.org/10.30841/2307-5090.4.2021.252399>
5. K. Tang, J. Gaoshan, B. Ahonsi, et al. // Sexual and reproductive health (SRH): a key issue in the emergency response to the coronavirus disease (COVID- 19) outbreak // Reprod Health, 17 (2020), p. 59
6. S. Gruskin, V. Yadav, A. Castellanos-Usigli, et al. // Sexual health, sexual rights and sexual pleasure: meaningfully engaging the perfect triangle // Sex Reprod Heal Matters, 27 (2019), p. 1593787
7. P.S. Kirana, A. Gudeloglu, A. Sansone, et al. // E-Sexual health: a position Statement of the European society for sexual medicine // J Sex Med, 17 (2020), pp. 1246-1253
8. Kingsberg, S.A., Schaffir, J., Faught, B.M., Pinkerton, J.V., Parish, S.J., Iglesia, C.B., et al. (2019) Female Sexual Health: Barriers to Optimal Outcomes and a Roadmap for Improved Patient-Clinician Communications. Journal of Women's Health, 28, 432-443. <https://doi.org/10.1089/jwh.2018.7352>
9. Kleinplatz, P.J. (2018) History of the Treatment of Female Sexual Dysfunction(s). Annual Review of Clinical Psychology, 14, 29-54. <https://doi.org/10.1146/annurev-clinpsy-050817-084802>

10. Both, S., Lew-Starowicz, M., Luria, M., Sartorius, G., Maseroli, E., Tripodi, F., et al. (2019) Hormonal Contraception and Female Sexuality: Position Statements from the European Society of Sexual Medicine (ESSM). *The Journal of Sexual Medicine*, 16, 1681-1695. <https://doi.org/10.1016/j.jsxm.2019.08.005>
11. American College of Obstetricians and Gynecologists' Committee on Practice Bulletins—Gynecology (2019) Female Sexual Dysfunction: ACOG Practice Bulletin Clinical Management Guidelines for Obstetrician-Gynecologists: Female Sexual Dysfunction, Number 213. *Obstetrics & Gynecology*, 134, e1-e18.

**Internet resources:**

1. <http://www.psy-lib.org.ua/>
2. <http://psychologiya.com.ua/knigi-po-psixologii.html>
3. [www.nbu.gov.ua](http://www.nbu.gov.ua)
4. <http://snpt-psychology.at.ua/index/monografiji/0-25> - online library