DANYLO HALYTSKY LVIV NATIONAL MEDICAL UNIVERSITY

Department of **Pediatrics № 1**

"APPROVED"
Acting the First pro-rector
on scientific and academic affairs
Associate Professor Iryna SOLONYNKO

"09" 10 2023

DISCIPLINE PROGRAM
"Paediatrics"
SB 3.1
Individual profile course Internal medicine
SB 3.1.3 PEDIATRICS, CHILDREN'S INFECTIONS
3.1.3.1 - PEDIATRIC

Training of specialists of the second (master's) level of higher education
field of knowledge 22 «Health Care»
specialty 222 "Medicine"

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Head of Department
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Approved by the profile
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of Pediatric disciplines
Protocol No 4
of "07" 09 2023
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INTRODUCTION

The program in the discipline "Pediatrics"

in accordance with the Educational and professional program "Medicine" of the second (master's) level of higher education
fields of knowledge 22 "Health care"
specialty 222 "Medicine"

Description of the discipline (summary)

In the study of the discipline "Pediatrics" students consolidate the knowledge gained during classes at the Department of Propaedeutics of Pediatrics, Departments of Pediatrics in 4-5 courses, improve skills in the examination of pediatric patients, establishing clinical diagnoses, concomitant diseases, conducting differential diagnostics, evaluating the examination results and prescribing the necessary tests, prescribing complex treatment with drug doses, providing emergency medical care not only for typical cases but also for complex clinical cases. The final year students solve complex (non-typical) situational tasks, practice their skills on dummies and at the bedside of a sick child, and keep medical records.

Structure of discipline	Quantity of credits, hours consist of:				Academic Year	Types of Control
	Total hours/credit	Classroom		Independent work of student		
		Lectures	Workshops			
Consists of 6 thematic chapters	6,5 credits / 195 hours	0	100	95	6	Credit

The subject of the discipline is:

Differential diagnosis of diseases of the bronchopulmonary, cardiovascular, digestive, urinary systems, rheumatological diseases in children of different age groups. Emergency care in case of severe complications, resuscitation of newborns. Prevention and treatment of diseases, taking into account the main, concomitant diagnoses and complications, age-specific features of drug therapy.

Interdisciplinary connections: according to the curriculum, the study of the discipline "pediatrics" is provided from 4 to 6 courses (VII -XII semesters), when the student has acquired knowledge of the basic disciplines:

1. Medical biology
2. Biological physics
3. Normal human anatomy and physiology
4. Pathological anatomy and physiology
5. Propaedeutics of pediatrics
6. Medical genetics
7. Pharmacology
8. Microbiology
9. Clinical immunology and allergology
10. Radiology, radiology
11. Otolaryngology
12. Epidemiology
13. Virology

The program of the discipline "pediatrics" is integrated with these disciplines. As a continuation of pediatrics propaedeutics, our discipline, along with other clinical disciplines, involves the integration of teaching with these disciplines and the development of future doctors' skills to apply the acquired knowledge in their future professional activities.

1. **Purpose and objectives of the discipline**

1.1. The purpose of teaching the discipline "Pediatrics" is

The development of the ability to utilize knowledge, skills, and understanding to address typical and complex tasks within the field of pediatric healthcare, with applications encompassing specific syndromes and disease symptoms, urgent conditions, physiological states, and illnesses necessitating specialized patient management strategies; including laboratory and instrumental investigations, as well as medical procedures.

1.2. The main **task** of studying the discipline "pediatrics" is what the student should know and be able to do when studying the discipline

As a result of studying the discipline "pediatrics" the student ***should know:***

- etiological factors of the most common somatic diseases of childhood;
- pathogenetic links of the most common somatic diseases of childhood;
- classification of the most common somatic diseases of childhood;
- basic clinical symptoms of the most common somatic diseases of childhood;
- principles of treatment of the most common somatic diseases of childhood.

As a result of studying the discipline "pediatrics", the student ***should be able to***

- take anamnesis;
- conduct an examination of a sick child;
- make a preliminary clinical diagnosis;
- plan the examination of a sick child;
- interpret the data of laboratory and instrumental studies;
- to conduct differential diagnosis of the most common diseases of childhood in the case of their typical course;
- prescribe treatment;

1.3. **Competence and learning outcomes**, the formation of which is facilitated by the discipline in accordance with the requirements of the Standard of Higher Education.

The discipline provides students with the acquisition of the following ***competences:***

Integral competence:

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:

GC1	The ability to abstract thinking, analysis, and synthesis
GC2	Ability to learn and master modern knowledge
GC3	Ability to apply knowledge in practical situations
GC4	Knowledge and understanding of subject area and understanding of professional activity
GC5	The ability to adapt and act in a new situation
GC6	Ability to make a justified decision
GC7	Ability to work in a team
GC8	Interpersonal skills interaction
GC9	Ability to communicate in foreign language
GC10	Skills in using information and communication technologies
GC11	Ability to search, process and analyze information from various sources
GC12	Awareness and perseverance concerning taken tasks and duties
GC14	The ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights
GC15	Ability to preserve and increase 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 technology, to use various types and forms of physical activity for active recreation and healthy lifestyle

Professional (Special) competences:

PS1	Ability to collect medical information about the patient and analyze clinical data
PS2	Ability to determine the required list of laboratory and instrumental studies and assess their results
PS3	The ability to establish preliminary and clinical diagnoses
PS5	Ability to prescribe an appropriate diet in treatment and prevention of diseases
PS6	Ability to determine the principles and type of treatment and prevention of diseases
PS7	Ability to diagnose emergency conditions
PS8	Ability to determine the tactics of emergency medical care
PS10	The skills of performing medical manipulations
PS11	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
PS13	Ability to carry out sanitary and preventive measures
PS14	Ability to plan and implement preventive and anti-epidemic measures against infectious diseases
PS16	Ability to maintain medical records, including electronic forms
PS21	Clearly and unambiguously communicate one's own knowledge, conclusions, and arguments about health problems and related issues to professionals and non-specialists, particularly to trainees.
PS24	Adherence to ethical principles when working with patients
PS25	Adherence to professional and academic integrity, to be responsible for the reliability of the obtained scientific results

Detailed competences are present in accordance with the descriptors of the NRK in the form of "Competences Matrix".

Competences Matrix

	Competence	**Knowledge**	**Skills**	**Communication**	**Autonomy and responsibility**
Integral competence					
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 competence					
1.	Abstract thinking, analysis and synthesis capability (GC1)	Know the ways of analyzing, synthesis and further modern learning	Be able to analyze information, make informed decisions, be able to master modern knowledge	Establish the appropriate links for achieving the goals.	To be responsible for the timely acquiring of modern knowledge.
2.	Ability to learn and master modern knowledge	To know the current trends of medicine development and	Be able to analyze professional information,	Establish the appropriate links for achieving the goals.	To be responsible for the timely acquisition of modern

	(GC2)	analyze them	make informed decisions, acquire modern knowledge		knowledge.
3.	Ability to apply the knowledge in practical situations (GC3)	Have specialized conceptual knowledge, acquired in the process of studying.	To be able to solve difficult tasks and problems that arise in professional activity.	Understandable and unequivocal explanation of own conclusions and knowledge to specialists and non-specialists.	To be responsible for decisions, made in difficult conditions
4.	Knowledge and understanding of subject area and professional activity (GC4)	Have profound knowledge in the structure of professional activity.	Be able to carry out professional activities that need updating and integrating knowledge.	Ability to effectively form communications strategy in professional activities	To be responsible for professional development, the ability to further professional training with a high level of autonomy
5.	The ability to adapt and act in a new situation (GC5)	To know types and ways of adaptation, principles of action in a new situation	To be able to use means of self-regulation, to be able to adapt to new situations (circumstances) of life and activity.	Establish appropriate links to achieve the result.	To be responsible for, timely use of methods of self-regulation.
6.	The ability to make a justified decision (GC6)	To know the tactics and strategies of communication, laws and methods of communicative behavior	To be able to make justified decisions, choose the ways and strategies of communication to ensure effective teamwork	Use strategies to communicate and interact with interpersonal skills	To be responsible for choice and tactics of communication method
7.	Ability to work in a team (GC7)	To know the tactics and strategies of communication, laws and methods of communicative behavior.	To choose the ways and strategies of communication to ensure effective teamwork	Use communication strategies	To be responsible for choice and tactics of communication method
8.	Skills of Interpersonal interaction (GC8)	Know the laws and ways of inter-personal interaction	To choose the ways and strategies of communication for interpersonal interaction	Use the skills of interpersonal interaction	To be responsible for choice and tactics of communication method
9.	Ability to communicate in foreign language (GC9)	Have basic knowledge of a foreign language	Able to communicate a foreign language.	Use a foreign language in professional activities	To be responsible for the development of professional knowledge with the use of foreign

					language.
10.	Skills of using of informative and communicativ e technologies (GC10)	To possess profound knowledge in the field of informative and communicative technologies applied in pro-fessional activities	To be able to use informative and communicative technologies in the professional field, that need updating and integrating the knowledge.	Using of informative and inter-communicative technology in professional activities	To be responsible for the development of professional knowledge and skills.
11.	Ability to search, process and analyze information from various sources (GC11)	Have knowledge about searching and analysis of information from various sources	Be able to search, process and analyze information	Obtain information from a particular source and draw conclusions from its analysis	Be responsible for the completeness and quality of information analysis and conclusions
12.	Awareness and perseverance concerning taken tasks and duties (GC12)	Know the responsibilities and ways of fulfilling the tasks	To be able to identify goals and objectives to be persistent and conscientious in the performance of responsibilities	To establish interpersonal-net connections for effective execution of tasks and responsibilities	To be responsible for the quality of fulfillment of the tasks
13.	Awareness of equal opportunities and gender issues (GC13)	To know and be aware of equal opportunities and gender issues	Be able to evaluate rights and responsibilities regarding equal opportunities and gender issue	Establish interpersonal interaction based on equal opportunities and excluding gender problems	Be responsible for establishing equal opportunities and eliminating gender issues
14.	The ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights (GC14)	Know your social and civil rights and responsibilities	To form your civil consciousness, to be able to act in accordance with it	Ability to convey own public and social position	To be responsible for the own citizenship position and activity
15.	Ability to preserve and	To know the moral, cultural,	Be able to preserve and	Adhere to moral, cultural, scientific	To be responsible for the observance

	enhance 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 technology, to use various types and forms of physical activity for active recreation and healthy lifestyle (GC15)	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 technology, to know about various types and forms of physical activity for active recreation and healthy lifestyle	increase 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 technology, use various types and forms of physical activity for active recreation and be able to lead a healthy lifestyle	values and achievements of society based on an understanding of the history and patterns of development of the subject area, their place in the general system of knowledge about nature and society and in the development of society, technology and technology, adhere to various types and forms of physical activity for active recreation and healthy lifestyle	of 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 technology
Special (Professional, subject) competence					
1.	Ability to collect medical information about the patient and analyze clinical data (PC1)	To have specialized knowledge about the child, her organs and systems, the anatomical and physiological peculiarities of the children of different age, to know the standard methods of inquiry, taking genealogical information, preparation of pedigree, physical	To be able to talk to a child-and/or her parents (guardians), on the basis of algorithms and standards. Use the principles of communication with the parents of children with incurable diseases. Using standard techniques To carry out examination of the patient. Be	To effectively form a communication strategy when communicating with the patient and/or his parents (guardians). Transfer information about the health of the child or intrauterine development of the fetus to the relevant medical documentation.	Be responsible for qualitative gathering of information received on the basis of interviews, surveys, review, and palpation, percussion of organs and systems and for timely assessment of the condition: child's health, psychomotor and physical development of the child and

		examination of patient of different ages. To know the methodology for assessment of prenatal development of the fetus. Know the stages and methods of examination of psychomotor and physical development of the child.	able to examine psychomotor and physical development of the child. Able to assess the quality of care, infant feeding and nutrition of children. Be able to conduct a comprehensive assessment of child health.		Intrauterine development of fetus and for taking appropriate measures.
2	Ability to determine the required list of laboratory and instrumental studies and assess their results (PC2)	To have specialized knowledge about the child, her organs and systems, standard methods of laboratory and instrumental examinations	To be able to analyze the results of laboratory and instrumental examinations and to make preliminary diagnosis	To form and convey to the patient and/or his/her parents (guardians), experts conclusions on the necessary List of laboratory and instrumental studies	Be responsible for deciding on the results evaluation of laboratory and instrumental examinations
3	Ability to establish preliminary and clinical diagnosis (PC3)	To have specialized knowledge about the child, its organs and systems; Standard methods of examination; algorithms for diagnosing diseases; Algorithms for selection of leading symptoms or syndromes; preliminary and final clinical diagnoses; methods of laboratory and instrumental examination; Assessment of the child's condition.	Be able to conduct physical examination of the patient; Be able to make informed decisions about allocation of leading clinical symptom or syndrome; Be able to make the preliminary and final clinical diagnosis; to recommend laboratory and instrumental examination of the patient by applying standard methods	On the basis of normative documents fill in medical documents- (ambulatory and hospital cards, etc.).	On the basis of ethical and legal norms, be responsible for making reasonable decisions and actions on the correct preliminary and final clinical diagnosis
4	Ability to prescribe an appropriate	Have specialized knowledge	Be able to determine the type of nutrition	Formulate and communicate to the patient and/or their	Be responsible for the reasonableness of nutritional

	diet in treatment and prevention of diseases (PC5)	about algorithms and standard schemes of nutrition for healthy children and during the treatment of diseases	of healthy children and on the basis of preliminary and final diagnoses, the type of nutrition in the treatment of diseases	parents (guardians), specialists conclusions on the nutrition of healthy children and in the treatment of diseases	determinations for healthy children and in the treatment of illness
5	Ability to determine the principles and type of treatment and prevention of diseases (PC6)	Have specialized knowledge of algorithms and standard methods for disease treatment	Able to determine the principles and methods of treatment of disease	To form and convey to the patient and/or his/her parents (guardians), experts own conclusions about the principles and methods of the treatment	Be responsible for deciding on the principles and methods of treatment of disease
6	Ability to diagnose emergency conditions (PC7)	To have specialized knowledge about the person, its organs and systems, standard methods of human examination (at home, on the street, in the health care institution) in terms of lack of information.	To be able, in terms of lack of information, using standard methods, to make a reasonable decision, to assess the condition of the person and determine the main clinical syndrome (or what is due to the severity of the victim/injured)	Under any circumstances, on the basis of appropriate ethical and legal norms, make a reasonable decision concerning assessment of the severity of the human condition, diagnosis and organization of necessary medical measures, depending on the human condition; fill in relevant medical documents.	Be responsible for the timely and effective medical measures for the diagnosis of emergency conditions.
7	Ability to determine the tactics of emergency medical care (PC8)	Know legislative base for emergency medical care, including the law of Ukraine "on emergency medical care". To have specialized knowledge about human emergency conditions;	To be able to determine emergency conditions; The principles and tactics of emergency medical care; To carry out organizational and diagnostic measures aimed at rescue and save	Substantiate and explain to the patient or his legal representative the need for emergency assistance and get consent for medical intervention. Explain the need and procedure for therapeutic measures of	Be responsible for correct determination of urgent state, degree of its severity and tactics of emergency medical care. Responsible for timeliness of and quality of emergency medical care.

		principles of emergency medical care, algorithms for providing emergency medical care for emergency states.	the human life. To be able to provide emergency medical care in the emergency state of a person	emergency medical care.	
8	The skills of performing medical manipulations (PC10)	To have specialized knowledge about the child, its organs and systems, the anatomical physiological and age peculiarities; Knowledge of algorithms of medical manipulations	Be able to carry out medical manipulations	Reasonably formulate and communicate to the patient, and/or their parents (guardians), specialists the conclusions about the need for medical manipulation	To be responsible for the quality of medical manipulations
9	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 (PC11)	Have specialist knowledge of standard child assessment techniques (at home, outdoors, in a health care setting) new or unfamiliar environments and in information-poor settings	Be able to assess the child's condition and identify the main clinical syndrome (or the severity of the victim's condition) in an information-poor environment, using standard techniques	In all circumstances, respecting appropriate ethical and legal standards, make an informed decision on the assessment of the severity of the child's condition, the diagnosis and the organisation of the necessary medical measures according to the child's condition; complete the relevant medical documents	Be responsible for solving medical problems in new or unfamiliar environments in the presence of incomplete or limited information
10	Ability to provide sanitary and preventive measures (PC13)	To know the system of hygienic and prophylactic events among the population observed. To know the principles of organization of follow-up of different groups of population, who are subject to supervision	Be able to form groups of children for their clinical examination. Be able to make a plan for clinical groups. Have skills in organizing the follow-up contingents. Have the skills to analyze the health	Based on the results of clinical examination and analysis of children's health, state of production and environment know the principles of submitting analytical information to the local management and health authorities; to	Be responsible for timely and qualitative activities on assessment of the health of children, health improvement and improvement of the health of certain contingents, improving the environment, promoting healthy

		(newborns, children, teenagers) and a group of patients; To know the assessment indicators of the organization and efficiency of follow-up. To know the methodical approaches to assess the condition of the surrounding environment and the presence of factors which affect the health of the population in these conditions. Know principles of rational nutrition, water supply, mode of activity and rest, forming a favorable work environment, primary prevention of diseases and injuries; Principles and methods of promoting healthy lifestyles	of population groups based on the results of clinical and medical and preventive measures. Have skills in drafting analytical certificate about the health of children depending on factors of industrial and environmental conditions. Able to organize the propaganda of healthy lifestyles, primary prevention of diseases and injuries of the population.	heads of industrial enterprises about method of elimination the harmful effects on children's health. Use the local press to publications on health improvement activities and environmental improvements, use radio, television, lectures and interviews.	lifestyles, primary prevention of diseases and injuries.
11.	Ability to plan and implement preventive and anti-epidemic measures against infectious diseases (PC14)	Know the system of hygiene and preventive measures among the assigned population.	Have skills in analyzing the health status of population groups and developing medical and preventive measures.	Clearly and unambiguously communicate your knowledge of the need for preventive and anti-epidemic measures to professionals and non-specialists	To be responsible for the timely and high-quality implementation of preventive and anti-epidemic measures
12.	Ability to keep medical records, including electronic forms (PC16)	Know the system of official document circulation in the doctor's work, including modern computer information technology	Be able to determine the source and location of the required information depending on its type; To be able to	To receive the necessary information from the defined sources and form the relevant conclusions based on its analysis	Be responsible for the completeness and quality of the analysis of information and conclusions based on its analysis.

			process information and analyze received information		
13.	Clearly and unambiguously communicate one's own knowledge, conclusions, and arguments about health problems and related issues to professionals and nonspecialists, particularly to trainees (PC21)	To think critically about problems in the field and on the border of the fields of knowledge	Ability to solve problems in new and unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethnic responsibility	Use foreign languages in professional activities	Be responsible for contributing to professional knowledge and practice and/or evaluating results
14.	Adherence to ethical principles when working with patients (PC24)	Know ethical principles of Helsinki declaration of human rights as medical subjects, and other law of harmonization in medical practice	Be able to follow ethical principles when working with patients	Communicate ethical principles when working with patients	To be responsible implementation of ethical principles into practice
15	Adherence to professional and academic integrity, to be responsible for the reliability of the obtained scientific results (PC 25)	Know the basic principles of academic and professional integrity		Adhere to the principles of academic and professional integrity	Be responsible for observing the principles of academic and professional integrity

Learning outcomes:

Integrative final program learning outcomes, the formation of which is facilitated by the discipline:
PLO 1. Have a thorough knowledge of the structure of professional activity. Be able to carry out professional activities that require updating and integrating knowledge. To be responsible for professional development, the ability to further professional training with a high level of autonomy.
PLO 2. Understanding and knowledge of basic and clinical biomedical sciences, at a level sufficient to solve professional problems in the field of health care.
PLO 3. Specialized conceptual knowledge, including scientific achievements in the field of health care and is

the basis for research, critical thinking of problems in the field of medicine and related interdisciplinary problems.
PLO 4. To isolate and identify the leading clinical symptoms and syndromes; according to standard methods, using preliminary data from the patient's history, examination data, knowledge of the child's organs and systems, to establish a preliminary clinical diagnosis of the disease.
PLO 5. Collect complaints, anamnesis of life and disease, assess the patient's psychomotor and physical development, the state of organs and body systems, evaluate information on the diagnosis based on the results of laboratory and instrumental studies, taking into account the patient's age.
PLO 6. To establish the final clinical diagnosis by making an informed decision and analyzing the obtained subjective and objective data of clinical, additional examination, differential diagnosis, adhering to the relevant ethical and legal standards, under the supervision of a supervising physician in a health care facility.
PLO 7. To prescribe and analyze additional (mandatory and optional) methods of examination (laboratory, functional and/or instrumental) of patients with diseases of organs and systems of the body for differential diagnosis.
PLO 9. Determine the nature and principles of treatment of patients with diseases, taking into account the age of the patient on the basis of a preliminary clinical diagnosis, adhering to relevant ethical and legal standards, by making an informed decision on existing algorithms and standard schemes, if necessary, expand the standard scheme to be able to justify personalized recommendations under the supervision of a supervising physician in a medical institution.
PLO 10. Determine the necessary regimen of work, rest and nutrition based on the final clinical diagnosis, adhering to the relevant ethical and legal standards, by making an informed decision according to existing algorithms and standard schemes.
PLO 12. To assess the general condition of a newborn child by making an informed decision according to existing algorithms and standardized schemes, adhering to relevant ethical and legal standards
PLO 13. To assess and monitor the development of the child, provide recommendations on feeding and nutrition depending on age, organize preventive vaccinations according to the calendar.
PLO 14. Determine the tactics and provide emergency medical care in case of emergencies in a time-limited environment in accordance with existing clinical protocols and standards of care.
PLO 17. Perform medical manipulations in a medical institution, at home on the basis of a preliminary clinical diagnosis and / or indicators of the patient's condition by making an informed decision, adhering to relevant ethical and legal standards.
PLO 18. Determine the state of functioning and limitations of a person's vital activity and the duration of disability with the preparation of relevant documents in a health care facility based on data on the disease and its course, peculiarities of a person's professional activity, etc. Maintain medical records for the patient and a certain population on the basis of regulatory documents.
PLO 20. Analyze the epidemiological situation and carry out measures of mass and individual, general and local prevention of infectious diseases.
PLO 21. Search for the necessary information in professional literature and databases of other sources, analyze, evaluate and apply this information.
PLO 24. To organize the necessary level of individual safety (own and persons taken care of) in the event of typical dangerous situations in the individual field of activity.
PLO 25. To clearly and unambiguously communicate own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.
PLO 29: Plan, organize and implement measures for the specific prevention of infectious diseases, including in accordance with the National Immunization Schedule, both mandatory and recommended. Manage vaccine stocks, organize additional vaccination campaigns and immunization activities.

Learning outcomes for the discipline:

- Evaluate information about the diagnosis in a health care facility, its unit, using knowledge of the patterns of development and course of diseases in children, based on the results of the patient's examination, laboratory and instrumental studies.
- Carry out differential diagnosis of the disease.
- To prescribe treatment.

- Determine the prognosis of the disease.

2. Information volume of the discipline

The discipline is allocated 6.5 ECTS credits 195 hours.

Content section 1.

Differential diagnosis of the most common respiratory diseases in children. Emergency care for major emergencies.

Topic 1: Differential diagnosis of pneumonia in children. Acute respiratory disease COVID-19 in children. Modern aspects of treatment.

Leading clinical symptoms and syndromes in various clinical variants and complications of pneumonia in children. Problems of acute respiratory disease COVID-19 in children at the present stage. Data of laboratory and instrumental studies in various clinical variants of pneumonia.

Differential diagnosis of pneumonia, bronchitis and bronchiolitis in children. Establishment of preliminary and clinical diagnoses. Tactics of patient management in various clinical variants of pneumonia. Prevention and follow-up care.

Topic 2. Complications of pneumonia. Emergency care for acute respiratory failure in children.

Pulmonary and extrapulmonary complications of pneumonia in children. The main clinical symptoms of complications. Data of laboratory and instrumental studies in complications (pleurisy, abscess, pyothorax, pneumothorax). Differential diagnosis of complications of pneumonia in children. Establishment of preliminary and clinical diagnoses. Tactics of managing a patient with pneumonia with complications. Emergency care in acute respiratory failure depending on the cause and severity. Prevention of complications of pneumonia in children.

Topic 3. Differential diagnosis of lung diseases in newborns.

Diagnostic search for lung pathology in newborns. Assessment of the type and severity of respiratory disorders. Differential diagnosis. The main complications. Modern approaches to treatment.

Topic 4. Differential diagnosis of bronchial obstruction syndrome in children. Approaches to the treatment of bronchial obstruction syndrome in children.

Leading clinical symptoms and syndromes in bronchial asthma, bronchiolitis and acute obstructive bronchitis in children. Features of the course of asthma in children depending on the severity and level of control. Data of laboratory and instrumental studies in bronchial asthma, bronchiolitis and acute obstructive bronchitis and their complications. Differential diagnosis of bronchial asthma and bronchial obstruction syndrome in the setting of acute respiratory diseases in children of different ages. Establishment of the diagnosis. Tactics of patient management in various clinical variants of bronchial obstruction syndrome and its complications in children. Providing emergency care in case of dyspnea and severe asthma attack. Prevention of bronchial asthma and bronchial obstruction syndrome in the setting of acute respiratory diseases in children of different ages.

Topic 5. Differential diagnosis of hereditary, congenital and chronic diseases of the bronchopulmonary system in children.

Leading clinical symptoms and syndromes in chronic bronchitis, bronchiectasis, hereditary and congenital diseases of the bronchopulmonary system (cystic fibrosis, idiopathic pulmonary hemosiderosis, primary ciliary dyskinesia, Wilms-Campbell syndrome, bronchomalacia, lung aplasia and hypoplasia, α1-antitrypsin deficiency, bronchopulmonary dysplasia, lung sequestration) in children. Data of laboratory and instrumental studies in chronic bronchitis, bronchiectasis, hereditary and congenital diseases of the bronchopulmonary system and their complications. Differential diagnosis of chronic, hereditary and congenital diseases of the bronchopulmonary system in children. Tactics of patient management in hereditary, congenital and chronic diseases of the bronchopulmonary system and their complications in children. Prevention of hereditary, congenital and chronic diseases of the bronchopulmonary system in children.

Topic 6. Modern aspects of antibiotic therapy in children.

Therapeutic possibilities of antibiotic therapy. Groups of antibacterial drugs. Types of antibiotic action. Pharmacokinetics, pharmacodynamics. Indications and contraindications taking into account the age of the child and concomitant pathology.

Content section 2.

Differential diagnosis of the most common diseases of the circulatory system, systemic connective tissue diseases in children. Emergency care for major emergencies.

Topic 7. Differential diagnosis of inflammatory and non-inflammatory heart diseases in children. approaches to treatment Treatment of chronic heart failure.

Leading clinical symptoms and syndromes of heart disease in children. Clinical variants and complications of myocarditis, endocarditis, pericarditis, cardiomyopathies, congenital and acquired heart disease in children. Data of laboratory and instrumental studies in myocarditis, endocarditis, cardiomyopathies, congenital and acquired heart disease in children. Clinical manifestations of heart failure in children of different age groups. Differential diagnosis of inflammatory and non-inflammatory diseases of the circulatory system in children.

Tactics of patient management in myocarditis, endocarditis, cardiomyopathies, congenital and acquired heart disease in children. Treatment and prevention of chronic heart failure.

Topic 8: Pericarditis in children. Drugs used in pediatric cardiology.

Differential diagnosis of pericarditis. Interdisciplinary approach to diagnosis, management tactics.

Topic 9: Critical congenital heart disease - diagnosis and management tactics.

Modern possibilities of prenatal and early postnatal diagnosis of critical heart defects. Ways of correction, prognosis.

Topic 10. Differential diagnosis of cardiac rhythm and conduction disorders in children. Emergency care for paroxysmal rhythm disturbances and Morgan-Adams-Stokes syndrome.

Leading clinical symptoms and syndromes in extrasystole, paroxysmal tachycardia, atrial fibrillation, complete atrioventricular block. Clinical variants of paroxysmal tachycardia and atrial fibrillation in children. Data of instrumental studies in extrasystole, paroxysmal tachycardia, atrial fibrillation, complete atrioventricular block. Differential diagnosis of extrasystole, paroxysmal tachycardia, atrial fibrillation and complete atrioventricular block. Tactics of patient management in case of extrasystole, paroxysmal tachycardia, atrial fibrillation, complete atrioventricular block in children. Emergency care in case of paroxysmal tachycardia, atrial fibrillation, Morgan-Adams-Stokes syndrome in children. Prevention of heart rhythm and conduction disorders in children.

Topic 11. Differential diagnosis of systemic connective tissue diseases and systemic vasculitis in children.

Leading clinical symptoms and syndromes in juvenile idiopathic arthritis, systemic lupus erythematosus, acute rheumatic fever, dermatomyositis, scleroderma, Kawasaki disease, polyarteritis nodosa and other systemic vasculitis in children. Clinical variants and complications of systemic connective tissue diseases and systemic vasculitis in children. Data of laboratory and instrumental studies in systemic connective tissue diseases and systemic vasculitis in children. Differential diagnosis of systemic connective tissue diseases in children. Differential diagnosis of arthritis in children. Tactics of managing patients with systemic connective tissue diseases and systemic vasculitis in children.

Topic 12: Kawasaki disease in children: causes, symptoms, diagnosis and treatment.

Differential diagnosis of Kawasaki disease and syndrome at the present stage. Diagnostic search, treatment, prognosis.

Topic 13. Differential diagnosis of arterial hypertension in children.

Arterial hypertension syndrome, clinical manifestations, causes. Primary and secondary arterial hypertension. Data of laboratory and instrumental studies in arterial hypertension syndrome. Establishing a clinical diagnosis. Tactics of managing a patient with arterial hypertension. Prevention. Emergency care in sympatho-adrenal (panic attack) and hypertensive crises.

Topic 14. Metabolic syndrome in children - diagnosis, approaches to treatment.

Differential diagnosis of metabolic syndrome in children. Establishing a clinical diagnosis. Tactics of managing patients with metabolic syndrome. Prevention.

Content section 3.

Differential diagnosis of the most common diseases of the digestive system in children. Emergency care for major emergencies.

Topic 15. Differential diagnosis of functional and organic diseases of the stomach in children.

Leading clinical symptoms and syndromes in functional and organic diseases of the stomach in children (functional dyspepsia, reflux disease, gastritis, gastric ulcer). Clinical and instrumental studies and differential diagnosis of dyspeptic and abdominal pain syndromes in children. Clinical variants of gastric ulcer. Tactics of managing children with functional and organic gastric diseases. Diagnostics of complicated course of gastric ulcer in children, tactics of general practitioner, emergency care. Prevention of functional and organic gastric diseases in children.

Topic 16. Differential diagnosis of functional and organic bowel diseases in children.

Leading clinical symptoms and syndromes in functional and organic bowel diseases in children (functional constipation, reflux disease, irritable bowel syndrome, disaccharidase deficiency, exudative enteropathy, celiac disease, cystic fibrosis, Crohn's disease, ulcerative colitis). Clinical and instrumental studies and differential diagnostics of dyspeptic, abdominal pain syndrome, and intestinal absorption disorders in children. Clinical variants of the course of intestinal diseases. Tactics of management of children with functional and organic bowel diseases. Prevention of functional and organic bowel diseases in children.

Topic 17. Helminthiasis in children.

The problem of helminthiasis in children and the current stage. Prevalence, polymorphism of clinical manifestations. Modern diagnostic capabilities. Tactics of management.

Topic 18: Differential diagnosis of malabsorption syndrome in children.

Malabsorption syndrome, clinical manifestations, causes. Modern approaches to the diagnosis of malabsorption syndrome, treatment tactics. Multidisciplinary approach.

Topic 19: Differential diagnosis of diseases of the hepatobiliary system and pancreas in children. Portal hypertension syndrome. Emergency care in acute liver failure.

Leading clinical symptoms and syndromes in biliary dyskinesia, acute and chronic cholecystitis, acute and chronic pancreatitis, and chronic hepatitis in children. Clinical variants of biliary dyskinesia, acute and chronic cholecystitis, acute and chronic pancreatitis, and chronic hepatitis in children. Data of laboratory and instrumental studies in biliary dyskinesias, acute and chronic cholecystitis, acute and chronic pancreatitis, and chronic hepatitis in children. Differential diagnosis of biliary dyskinesia, acute and chronic cholecystitis, acute and chronic pancreatitis and chronic hepatitis in children.

Tactics of patient management in biliary dyskinesia, acute and chronic cholecystitis, acute and chronic pancreatitis and chronic hepatitis in children. Emergency care in acute liver failure and complications of portal hypertension syndrome. Prevention of biliary dyskinesia, acute and chronic cholecystitis, acute and chronic pancreatitis and chronic hepatitis in children.

Topic 20: Differential diagnosis of jaundice syndrome in children.

Diagnostic search for jaundice syndrome in children of different age groups. Interdisciplinary approach. Analysis of the results of laboratory and instrumental examinations. Tactics of the doctor.

Topic 21: Food and drug allergies in children.

Leading clinical symptoms of food and drug allergies in children. Diagnostic algorithm: laboratory, instrumental methods of examination, consultations of narrow specialists. Tactics for managing children with food and drug allergies. Providing emergency care for urticaria, anaphylactic shock, etc.

Topic 22: Induction of oral tolerance in children of different age groups (prevention of food allergy).

Induction of oral tolerance is a new and promising therapeutic approach in the treatment of persistent allergies.

Content section 4.

Differential diagnosis of the most common diseases of the urinary system in children. Emergency care for major emergencies.

Topic 23. Differential diagnosis of infectious and inflammatory diseases of the urinary system in children. Differential diagnosis of hereditary diseases of the urinary system in children.

Leading clinical symptoms and syndromes in infectious and inflammatory diseases of the urinary system (urinary tract infections, urethritis, cystitis, pyelonephritis), dysmetabolic nephropathies, hereditary tubulopathies (phosphate diabetes, Debreuil-de Toni Fanconi syndrome, diabetes insipidus, renal tubular acidosis) and interstitial nephritis in children. Clinical variants and complications of infectious and inflammatory diseases of the urinary system, interstitial nephritis, dysmetabolic nephropathies and hereditary tubulopathies in children. Data of laboratory and instrumental studies in the most common infectious and inflammatory diseases of the urinary system, interstitial nephritis, dysmetabolic nephropathies and hereditary tubulopathies in children. Differential diagnosis of the most common infectious and inflammatory diseases of the urinary system, interstitial nephritis, dysmetabolic nephropathies and hereditary tubulopathies in children. Tactics of managing a sick child with the most common infectious and inflammatory diseases of the urinary system and their complications, interstitial nephritis, dysmetabolic nephropathies and hereditary tubulopathies in children. Emergency care in case of acute urinary retention. Prevention of urethritis, cystitis, pyelonephritis.

Topic 24. Differential diagnosis of glomerulonephritis in children. Differential approaches to the treatment of glomerulonephritis in children. Acute and chronic renal failure. Tactics of management. Emergency care. Clinical and morphological variants of primary glomerulonephritis in children. Differential diagnosis of acute poststreptococcal glomerulonephritis with hereditary Alport's nephritis, rapidly progressive glomerulonephritis, Berger's disease, etc. Nephrotic syndrome in children: differential diagnosis, complications. Clinical variants of chronic glomerulonephritis in children. Indications for kidney biopsy in children. Tactics of managing a sick child with acute and chronic glomerulonephritis. Tactics of treatment of acute and chronic glomerulonephritis in children. Outpatient observation of children with glomerulonephritis. Prevention of the development of chronic kidney disease. Acute kidney injury (acute renal failure) in children: etiology, pathogenesis, clinical and laboratory symptoms, differential diagnosis, emergency care, tactics of management of sick children. Chronic renal failure. Tactics of management. Prevention of progression of CKD.

Topic 25 Abnormalities of the urinary system accompanied by impaired urodynamics in children.
Developmental anomalies of the urinary system that lead to impaired urodynamics and cause urinary stasis. Possible complications, timely diagnosis and rational treatment tactics.

Topic 26. Conditions accompanied by hematuria in children. Renal replacement therapy in children
Differential diagnosis of hematuria syndrome in children. Diagnostic search. Tactics of patient management.

Content section 5.
Dynamic observation of healthy and sick children in the clinic.

Topic 27: Differential diagnosis of lymphoproliferative syndrome in children.
Pathological conditions accompanied by lymphoproliferative syndrome in pediatric practice. Data of laboratory and instrumental studies in lymphoproliferative syndrome. Differential diagnosis of lymphoproliferative syndrome. Tactics of managing a child with lymphoproliferative syndrome.

Topic 28. Medical observation of children in the first three years of life in the clinic. Integrated management of childhood diseases.
The procedure for conducting mandatory preventive examinations of a child under the age of three. Rational feeding and nutrition of a child under three years of age. Assessment of physical and psychomotor development of a child under three years of age. Tactics of a general practitioner in case of violation of physical and neuropsychological development of children in the first three years of life. Principles of effective counseling. Differential diagnosis and prevention of the most common deficiency conditions (rickets, iron deficiency anemia) in young children. Preventive vaccinations for children under three years of age. The strategy of integrated management of childhood diseases and its goal. General signs of danger of the child's condition. Evaluation, classification, treatment, consultation and follow-up of cough, difficulty breathing, diarrhea, ear problems, sore throat, fever, malnutrition and anemia, in the presence of HIV infection in children from 2 months to 5 years.

Topic 29: Differential diagnosis of the most common hematologic diseases in children.
Leading clinical symptoms and syndromes of hematologic diseases (anemia, thrombocytopenia and thrombocytopathy, coagulopathy). Data from laboratory and instrumental studies. Clinical variants and complications. Management tactics.

Topic 30. Nutrition of children in the first 3 years of life: intake of vitamins and macro- and micronutrients with food.
Rational feeding and nutrition of a child under three years of age. Leading clinical symptoms and syndromes in vitamin and trace element deficiency. Diagnosis and principles of correction.
Topic 31. Resuscitation of a newborn child.
Indications for resuscitation. Basic principles of resuscitation. Initial and subsequent steps of resuscitation**.**
Topic 32. Newborn asphyxia and perinatal CNS lesions: prevention, differential diagnosis and principles of treatment.
Differential diagnosis of asphyxia and perinatal CNS lesions in newborns. Diagnostic algorithm. Principles of treatment. Therapeutic tactics.

3. Structure of the educational discipline

Topic	Lectures	Worksh ops	IWS
Content section 1. Differential diagnosis of the most common respiratory diseases in children. Emergency care for major emergencies.			
Topic 1: Differential diagnosis of pneumonia in children. Acute respiratory disease COVID-19 in children. Modern aspects of treatment.		6	3
Topic 2. Complications of pneumonia. Emergency care for acute respiratory failure in children.		6	3
Topic 3. Differential diagnosis of lung diseases in newborns.			3
Topic 4. Differential diagnosis of bronchial obstruction syndrome in children. Approaches to the treatment of bronchial obstruction syndrome in children.		6	3
Topic 5. Differential diagnosis of hereditary, congenital and chronic diseases of the bronchopulmonary system in children.		5	3
Topic 6. Modern aspects of antibiotic therapy in children.			3
Content section 2. Differential diagnosis of the most common diseases of the circulatory system, systemic connective tissue diseases in children. Emergency care for major emergencies.			
Topic 7. Differential diagnosis of inflammatory and non-inflammatory heart diseases in children. approaches to treatment Treatment of chronic heart failure.		6	3
Topic 8: Pericarditis in children. Drugs used in pediatric cardiology.			3
Topic 9: Critical congenital heart disease - diagnosis and management tactics.			3
Topic 10. Differential diagnosis of cardiac rhythm and conduction disorders in children. Emergency care for paroxysmal rhythm disturbances and Morgan-Adams-Stokes syndrome.		6	3
Topic 11. Differential diagnosis of systemic connective tissue diseases and systemic vasculitis in children.		6	3
Topic 12. Kawasaki disease in children: causes, symptoms, diagnosis and treatment.			3
Topic 13. Differential diagnosis of arterial hypertension in children.		6	3
Topic 14. Metabolic syndrome in children - diagnosis, approaches to treatment.			3
Content section 3. Differential diagnosis of the most common diseases of the digestive system in children. Emergency care for major emergencies.			
Topic 15. Differential diagnosis of functional and organic diseases of the stomach in children.		6	3

Topic 16. Differential diagnosis of functional and organic bowel diseases in children.		6	3
Topic 17. Helminthiasis in children.			3
Topic 18: Differential diagnosis of malabsorption syndrome in children.			3
Topic 19: Differential diagnosis of diseases of the hepatobiliary system and pancreas in children. Portal hypertension syndrome. Emergency care in acute liver failure.		6	3
Topic 20: Differential diagnosis of jaundice syndrome in children.			3
Topic 21: Food and drug allergies in children.			3
Topic 22: Induction of oral tolerance in children of different age groups (prevention of food allergy).		6	3
Content section 4. Differential diagnosis of the most common diseases of the urinary system in children. Emergency care for major emergencies.			
Topic 23. Differential diagnosis of infectious and inflammatory diseases of the urinary system in children. Differential diagnosis of hereditary diseases of the urinary system in children.		6	3
Topic 24. Differential diagnosis of glomerulonephritis in children.		6	3
Topic 25 Abnormalities of the urinary system accompanied by impaired urodynamics in children.			3
Topic 26. Conditions accompanied by hematuria in children. Renal replacement therapy in children			3
Content section 5. Dynamic observation of healthy and sick children in the clinic.			
Topic 27: Differential diagnosis of lymphoproliferative syndrome in children.		5	3
Topic 28. Medical observation of children in the first three years of life in the clinic. Integrated management of childhood diseases.		6	3
Topic 29: Differential diagnosis of the most common hematologic diseases in children.			3
Topic 30. Nutrition of children in the first 3 years of life: intake of vitamins and macro- and micronutrients with food.			3
Topic 31. Resuscitation of a newborn child.		6	3
Topic 32. Newborn asphyxia and perinatal CNS lesions: prevention, differential diagnosis and principles of treatment.			2
Final control		***Credit***	
Total: ECTS credits - 6.5; hours - 195; of which		**100**	**95**

IWS - independent work of the student;

4. Thematic plan of lectures - the curriculum does not provide for lectures (Order No. 1053-z of 24.03.2023).

5. Thematic plan of workshops

No.	Topic	Hours
1	Differential diagnosis of pneumonia in children. Acute respiratory disease COVID-19 in children. Modern aspects of treatment.	6
2.	Complications of pneumonia. Emergency care for acute respiratory failure in children.	6
3	Differential diagnosis of bronchial obstruction syndrome in children. Approaches to the	6

	treatment of bronchial obstruction syndrome in children.	
4	Differential diagnosis of hereditary, congenital and chronic diseases of the bronchopulmonary system in children.	5
5	Differential diagnosis of inflammatory and non-inflammatory heart diseases in children. approaches to treatment Treatment of chronic heart failure.	6
6	Differential diagnosis of cardiac rhythm and conduction disorders in children. Emergency care for paroxysmal rhythm disturbances and Morgan-Adams-Stokes syndrome.	6
7	Differential diagnosis of systemic connective tissue diseases and systemic vasculitis in children.	6
8	Differential diagnosis of arterial hypertension in children.	6
9	Differential diagnosis of functional and organic diseases of the stomach in children.	6
10	Differential diagnosis of functional and organic bowel diseases in children.	6
11	Differential diagnosis of diseases of the hepatobiliary system and pancreas in children. Portal hypertension syndrome. Emergency care in acute liver failure	6
12	Induction of oral tolerance in children of different age groups (prevention of food allergy).	6
13	Differential diagnosis of infectious and inflammatory diseases of the urinary system in children. Differential diagnosis of hereditary diseases of the urinary system in children.	6
14	Differential diagnosis of glomerulonephritis in children.	6
15	Differential diagnosis of lymphoproliferative syndrome in children.	5
16	Medical observation of children in the first three years of life in the clinic. Integrated management of childhood diseases.	6
17	Resuscitation of a newborn child.	6
	Total	**100**

6. Thematic plan of students' independent work

No.	Topic	Hours	Type of control
1	Differential diagnosis of lung diseases in newborns	3	
2	Modern aspects of antibiotic therapy in children	3	
3	Critical congenital heart disease - diagnosis and management of patients.	3	On-going control during workshops
4	Pericarditis in children. Drugs used in pediatric cardiology	3	
5	Kawasaki disease in children: causes, symptoms, diagnosis and treatment	3	
6	Metabolic syndrome in children - diagnosis, treatment approaches	3	
7	Helminthiasis in children	3	
8	Differential diagnosis of malabsorption syndrome in children	3	
9	Differential diagnosis of jaundice syndrome in children	3	
10	Induction of oral tolerance in children of different age groups (prevention of food allergies)	3	
11	Abnormalities of the urinary system accompanied by impaired urodynamics in children	3	
12	Conditions accompanied by hematuria in children. Renal replacement therapy in children	3	

13	Differential diagnosis of the most common hematologic diseases in children.	3	
14	Nutrition of children in the first 3 years of life: intake of vitamins, macro- and micronutrients with food.	3	
15	Newborn asphyxia and perinatal CNS lesions: prevention, differential diagnosis and principles of treatment	3	
16	Preparation for practical classes	**50**	
	Total	**95**	

7. Individual assignments. The curriculum does not provide for individual assignments (Order No. 1053-z of 24.03.2021053-з від 24.03.2023 року).

8. Teaching methods

Practical classes are clinical according to the organization's methodology, aimed at controlling the assimilation of theoretical material, improving practical skills from previous years of study, as well as the ability to analyze and apply the knowledge gained to solve complex practical problems. Practical classes are mainly held in the pediatric departments of the department's clinical bases.

Each lesson begins with a test to assess the initial level of knowledge and determine the degree of readiness of students for the lesson. The teacher determines the purpose of the lesson and creates positive cognitive motivation; answers students' questions that arose during the SRS on the topic of the lesson.

The main stage of the class consists of practical work of the student at the patient's bedside. The teacher and the students make rounds with the patients. Students examine sick children, collect anamnesis, examine them, perform diagnostic manipulations, etc. The control of the main stage of the lesson is carried out by assessing the student's performance of practical skills, ability to solve atypical situational tasks. The teacher discusses and gives explanations, emphasizes the peculiarities of the course of the disease in a particular child, aims at a more rational conduct of a particular examination technique, etc.

At the final stage of the lesson, to assess the student's mastery of the topic, they are asked to answer situational tasks. The instructor summarizes the class, gives students assignments for independent work, points out the key issues of the next topic and offers a list of recommended reading for independent study.
Control over the implementation of independent work, which is provided for in the topic along with classroom work, is carried out during the current control of the topic at the relevant classroom session.
During the development of the discipline, the following educational technologies, methods of transfer and assimilation of knowledge, skills and abilities are used:

- clinical practical training
- simulation technologies
- role-playing training games
- case methods
- multimedia presentations
- training videos.

9. Methods of control

Methods and forms of control and evaluation system are carried out in accordance with the requirements of the discipline program and instructions on the system of evaluation of students' learning activities under the European Credit Transfer System of the educational process, approved by the Ministry of Health of Ukraine (letter of the Ministry of Health of Ukraine № 08.01-47/10395 of 15.04.2014).

When assessing students' knowledge, preference is given to standardized control methods: testing (written), structured written work, standardized control of practical skills, work with standard medical documentation.

- **Types of control - current**
- **Form of final control - credit**
- **Evaluation criteria (current control, final control)**

10. The current control is carried out during the training sessions and is aimed at checking the students' mastery of the training material.

Forms of current control:

- Test tasks (from the Krok-2 database)
- Assessment of practical skills and abilities
- Complex situational tasks

10.1 Assessment of current learning activities.

When assessing the mastery of each topic for the current learning activity, the student is assigned grades on a **4-point** (traditional) scale, taking into account the approved assessment criteria for the relevant discipline. This takes into account all types of work provided by the curriculum. The student must receive a grade for each topic. The student must receive a grade for each topic for further conversion of grades into points on a multi-point (200-point) scale.

Forms of assessment of current learning activities are standardized and include control of theoretical and practical training.

Current control is carried out at each practical lesson in accordance with the specific objectives for each topic. Traditional grades are assigned in the student's progress journal during practical classes. Practical classes during the study of the module "Pediatrics" are structured and provide for a comprehensive assessment of all types of learning activities (learning tasks) that students perform during the practical class:

- The student answers at least 10 tests (tests on the topic of the class, format A).
- Answers standardized questions, knowledge of which is necessary to understand the current topic.
- Demonstrates knowledge and skills of practical skills in accordance with the topic of the practical lesson
- Solves a situational problem on the topic of the lesson

Evaluation Criteria

Excellent ("5") – the student correctly responds to 90-100% of the test of A format. Correctly, clearly, logically corresponds to all standardized questions of the current topic. Closely binds theory with practice and demonstrates the correct implementation of practical skills. Analyzes the results of the lab/instrumental investigations without problems, and has proper methods of examination of the patient. Makes differential diagnosis. Solves clinical case with higher level of difficulty and knows how to compile the material.

Good ("4") -the student responds correctly to 70-89% of the test of A format. Correctly and essentially responds to all standardized questions of the current topic. Demonstrates knowledge of practical skills. Correctly uses theoretical knowledge to solve practical problems. Able to solve easy and medium complexity clinical cases. Has the necessary practical knowledge and techniques and their uses, more than the required minimum.

Satisfactory ("3") -the student responds correctly to 50-69% of the test of A format. Incomplete, with the help of additional questions answers all the standardized questions on the current topic. Cannot independently make a clear logical answer. While the students is answering and demonstrating practical knowledge he makes mistakes. Can solve only the easiest situational tasks. Has knowledge of only the minimum methods of investigations.

Unsatisfactory ("2") - the student responds correctly to 50% of the test of A format.

Does not know the material of the current topic, cannot build a logical response, does not respond to additional questions, and does not understand the content of the material. During the response and demonstration of practical skills makes significant, gross mistakes.

Evaluation of the independent work of students for preparation to the practical classes is carried out during the current control of the topic at the appropriate workshop.

11. Form of the final control of learning performance

Final control form – **credit**

The control methods are standardized and include control of theoretical and practical training. Students

are admitted to semester final control:
- who have performed all types of work, tasks provided for in the curriculum for the semester in accordance with the discipline;
- attended all classes provided by the curriculum;
- worked out missed classes;
- scored the number of points for the current success, not less than the minimum.

Students who have missed workshops are allowed with the ***Dean's permission*** to work academic debts up to the specified term within the semester.
The credit is granted after the end of the discipline (during the last lesson).
The credit is granted by teachers who carried out practical and other classes in the group.
"Students are given a Credit, if their average score of marks during the semester is at least "3" (120 points for 200-point scale).
The record Credit is made in the student's academic book as well as credit and examination record list.

12. Chart of calculation and distribution of points that students receive:
For disciplines the form of final control of which is "credit":
The maximum number of points that the student can recruit for the current educational activity when studying the discipline is 200 points.
The minimum number of points to be dialed by the student for the current educational activities for admission is 120 points.
The calculation of points is carried out based on the student's estimates for the 4-th point (national) scale during the study of the discipline, by calculating the arithmetic mean (AM) rounded up to two decimal places. Resulting value is converted into points according to multipoint scale as follows:

$$x = \frac{\text{CA} \times 200}{5}$$

For convenience, a conversion table for 200-point scale is given below.

Recalculation of the average assessment for the current activity in a multi-level scale for the disciplines completed

4-бальна шкала	200-бальна шкала	4-бальна шкала	200-бальна шкала	4-бальна шкала	200-бальна шкала	4-бальна шкала	200-бальна шкала
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	Менше 3	Недостатньо
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		

Control of execution of independent work, which is provided for in the topic along with classroom work, is carried out during the current control of the topic at the corresponding classroom session.

Mastering of topics that are assigned only to independent work is controlled during by the final control.

Points of discipline are independently converted both in the ECTS scale and in 4-grade scale. The ECTS scale scores in the 4-grade scale are not converted and vice versa. Scores of students who study according to one specialty, taking into account the number of points earned from discipline are ranked on the ECTS scale as follows:

Evaluation of ESTS	**Statistical index**
A	Best 10% of students
B	Next 25% of students
C	Next 30% of students
D	Next 25% of students
E	Next 10% of students

Ranking by assigning ratings of "A", "B", "C", "D", "E" is conducted for students of this course, who learn same specialty and successfully completed the study of discipline. Students who have received an assessment of FX, F ("2") are not written to the list of ranked students. Students with a rating FX after recompiling automatically receive a score of "E".

Points of discipline for students who have successfully completed the program are converted into a traditional 4-th grade scale according to absolute criteria, which are listed below in the table:

Scores on discipline	**Score according to the four-point scale**
170 - 200	5
140 -169	4
139 -120	3
Low than 120	2

Evaluation of ECTS is not converted to a traditional scale because the ECTS scale and the 4-th grade scale are independent.

Objectivity of evaluation of student's educational activity is checked by statistical methods (coefficient of correlation between ECTS and estimation according to national scale).

13. Methodological aid

- Working program of discipline
- Thematic plans of lectures, practical classes and independent work of students
- Methodical guidelines of practical classes for the students
- Methodical guidelines for the teachers
- Methodical materials that provide independent work of the student
- Multiple choice questions and clinical cases for practical classes
- The list of standardized methods for performing practical skills
- Recorded video of lectures

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