

Syllabus «Internal medicine»

1. Common information	
Name of faculty	Medical faculty №2
Education program (industry, specialty, level of higher education, form education)	22 Health care, 222 Medicine, the second (master's degree) level of higher education, full-time study education
Year of education	2021 -2022
Name of the discipline, code (e-mail address on the website of LNMU named after Danylo Halytsky)	Children infectious diseases OC.38 Kaf_pedInfectious@meduniv.lviv.ua
Department (<i>name, address, phone number, e-mail</i>)	Department of children infectious diseases, Address: 79010, L'viv, 54 Pekarska str., Phone: +38 (032) 2368481, e-mail: Kaf_pedInfectious@meduniv.lviv.ua
Head of department (<i>contact e-mail</i>)	Associate Professor Lytvyn Halyna Orestivna e-mail: golytvyn2012@gmail.com
Year of education (<i>year in which the discipline is studied</i>)	Sixth
Semester (<i>semester in which the discipline is studied</i>)	XI - XII
Type of discipline / module (required / optional)	Required
Teachers (names, surnames, degrees of teachers who teach discipline, contact e-mail)	Halyna Lytvyn– PhD, Associate Professor, golytvyn2012@gmail.com
	Olha Hladchenko – PhD Department Assistant, hladchenko.olya@gmail.com
	Myroslava Voloshyn– Department Assistant, muroslava32@gmail.com
	Andrii Orfin – Department Assistant, aorf87@gmail.com
Erasmus yes/no (<i>availability of discipline for students in under the Erasmus+ program</i>)	no
The person responsible for syllabus (<i>the person who should receive all comments about the sillabus , contact e- mail</i>)	Halyna Lytvyn– PhD, Associate Professor, golytvyn2012@gmail.com Tetiana Pokrovska – PhD, Associate Professor, head teacher t.pokrovska@gmail.com
Number of credits ECTS	2,0
Number of hours (<i>lectures/ practical classes/ Self-study</i>)	Number of hours: Common– 60 practical classes – 30 lectures – 0 self-study – 30
Language of education	Ukraine, English
Information about consultations	During the semesters according to the schedule, form 14.00 to 16.00

Address, phone-number and regulations of the clinical base, office (if necessary)	Lviv Regional Infectious Diseases Hospital of I, II Pediatric departments, 54 Pekarska str., (Around -the-clock); III Department – 22 Kyryla and Mephodia str., (Around -the-clock)
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2. Short annotation to the course

General characteristics, brief description of the course, features, benefits

The discipline "Pediatric Infectious Diseases" is a mandatory component of the educational and professional training program (OK.29 "Pediatrics with pediatric infectious diseases"), studied by students majoring in 222 "Medicine", 228 "Pediatrics" during the 6th year education.

The curriculum of the discipline "Children's Infectious Diseases" is developed taking into account current trends in the formation of new socio-economic relations in society, based on a systematic view of current trends in medicine.

Course "Children's Infectious Diseases":

- a) is based on the knowledge gained by students in the study of medical biology, normal and pathological physiology, normal and pathological anatomy, microbiology, histology, pharmacology, epidemiology, immunology, pediatrics, propaedeutics of pediatrics, infectious diseases and integrates with these disciplines;
- b) lays the foundations for the formation of students' skills and abilities, which are determined by the ultimate goals of studying children's infectious diseases as an independent discipline and can be used by students in pediatrics, infectious diseases and other clinical disciplines in V and VI courses and in professional activities.

3. The purpose and objectives of the course

The purpose of teaching the discipline "Children's Infectious Diseases" is:

is the acquisition of theoretical and practical knowledge of etiology, pathogenesis, classification, clinical manifestations, methods of diagnosis, treatment and prevention of the most common infectious diseases of childhood and skills of clinical, laboratory and instrumental examination of the child in accordance with the principles of medical ethics and deontology. keeping medical records.

Acquisition by the student of knowledge and professional skills in differential diagnosis of the most common infectious diseases of childhood, dispensary supervision of children in outpatient settings and emergency care for the most common emergencies in children based on knowledge of age anatomical and physiological features of the child's body;

Formation of the ability to use knowledge, skills, abilities and understanding to solve typical problems of a doctor in the field of health care, the scope of which is provided by certain lists of syndromes and symptoms of diseases, emergencies, physiological conditions.

The final goals of the discipline

The final goals of the discipline "Children's Infectious Diseases" are based on the educational goals defined in the educational-professional program (OPP). They are defined as follows:

1. To determine the etiological and pathogenetic factors of the most common infectious diseases of childhood.
2. Classify and analyze the typical clinical picture of the most common infectious diseases of childhood.
3. Make a plan of examination and analyze the data of laboratory and instrumental examinations in the typical course of the most common infectious diseases, demonstrate mastery of the principles of treatment, rehabilitation and prevention of the most common infectious diseases of childhood.
4. Diagnose and provide emergency care for the most common infectious diseases of childhood.
5. Demonstrate mastery of moral and deontological principles of a medical specialist and the principles of professional subordination in pediatrics.

Competences and learning outcomes

the formation of which is facilitated by the study of the discipline "Propaedeutics of Pediatrics". In accordance with the requirements of the Standard of Higher Education, the discipline provides acquisition by students

competences:

- ***integral***
- ability to apply the acquired general and professional competencies to solve complex problems of professional activity of a doctor and practical problems in the field of health care in the relevant position, the scope of which is provided by certain lists of syndromes and symptoms of diseases, emergencies, physiological conditions and diseases requiring special tactics patient management; laboratory and instrumental research, medical manipulations; issues of labor, forensic and military expertise and / or innovation.

- ***common:***
1. Ability to abstract thinking, analysis and synthesis.
 2. The ability to learn and master modern knowledge.
 3. Ability to apply knowledge in practical situations.
 4. Knowledge and understanding of the subject area and understanding of professional activity.
 5. Ability to adapt and act in a new situation.
 6. Ability to make informed decisions
 7. Ability to work in a team.
 8. Interpersonal skills.
 9. Ability to communicate in the state language both orally and in writing;
 10. Ability to communicate in a foreign language.
 11. Skills in the use of information and communication technologies.
 12. Definiteness and perseverance in terms of tasks and responsibilities.
 13. The ability to act socially responsibly and consciously.
 14. Ability to act on the basis of ethical considerations (motives).

- ***special (professional) competencies:***

Ability to solve typical and complex specialized problems and to solve practical problems in professional activity in the field of health care, or in the process of training, which involves research and / or innovation and is characterized by complexity and uncertainty of conditions and requirements.

1. Skills of interviewing and clinical examination of the patient.
2. Ability to determine the required list of laboratory and instrumental studies and evaluate their results.
3. Ability to establish a preliminary and clinical diagnosis of the disease.
4. Ability to determine the required mode of work and rest in the treatment of diseases
5. The ability to determine the nature of nutrition in the treatment of diseases.
6. Ability to determine the principles and nature of treatment of diseases.
7. Ability to diagnose emergencies.
8. Ability to determine the tactics of emergency medical care.
9. Skills in providing emergency medical care
11. Skills to perform medical manipulations.
13. Ability to carry out sanitary and hygienic and preventive measures.
14. Ability to plan and carry out preventive and anti-epidemic measures against infectious diseases.
17. Ability to keep medical records.
18. Ability to conduct epidemiological and medical-statistical studies of public health; processing of state, social, economic and medical information;
20. Ability to analyze the activities of a doctor, department, health care institution, to take measures to ensure the quality of medical care and improve the efficiency of medical resources.

4. Prerequisites of the course

Information on the disciplines, basic knowledge and learning outcomes required is provided student (enrolled) for successful study and acquisition of competencies in this discipline:

The study of the discipline "Children's Infectious Diseases" is provided in the V course in the 9th and 10th semesters, when the student has acquired relevant knowledge of the basic subjects with which the program of the discipline is integrated.

№	Subject	Must to know	Must be able to
1.	Microbiology	Characteristics of pathogens, morphological, pathogenic, antigenic properties of viruses and bacteria, methods of laboratory diagnosis, methods of bacteriological, virological and serological tests	Collection of material for bacteriological, virological and serological tests. Interpretation of the results of specific diagnostic methods
2.	Biological chemistry	Protein metabolism is normal and in pathological conditions. Bilirubin metabolism. Liver enzymes. Lipid metabolism (cholesterol, lipoproteins, β -lipoproteins). The content in the urine of bile pigments and urobilin.	Evaluate the results biochemical changes
	Anatomy	Anatomy of lymph nodes, oropharynx, respiratory, cardiovascular, digestive, nervous systems, kidneys; features in young children.	Examine these systems.
3.	Pathological anatomy	Pathomorphology of changes in internal organs in infectious diseases	Evaluate the results of pathomorphological changes
4.	Physiology	Parameters of physiological norm of human organs and systems; indicators of laboratory examination are normal (general blood, urine, blood biochemistry, parameters of CBS, electrolytes, etc.).	Evaluate laboratory test results.
5.	Pathological physiology	Pathophysiology of inflammation and allergies in infectious diseases	Definition of pathophysiological changes
5.	Propaedeutics of children's diseases	The concept of children's health, criteria for its evaluation and health groups. Features and methods of collecting medical history in children. Methods of clinical objective examination of healthy and sick children. General examination of healthy and sick children. Criteria for assessing the general condition of sick children. Knowledge of instrumental methods of examination of patients.	Make an objective examination of the sick child and draw conclusions
6.	Virology	Modern approaches to the diagnosis of viral infections. Serological methods of diagnosis, methods of hybridization and PCR-diagnosis of infectious diseases	Evaluate laboratory test results
7.	Epidemiology	Ways and methods of transmissions	Collection of epidemiological history

		of infectious diseases, non-specific and specific epidemiological measures, types of vaccines for prevention	of the patient, determination of the incubation period, preventive measures
8.	Infectious diseases	Clinical symptoms, course, diagnostic, prevention of infectious diseases in adults	Comparative characteristics of diseases in adults and children
9.	Pharmacology	Antiviral drugs. Solutions for infusion therapy. Drugs for pathogenetic and symptomatic treatment of infectious diseases	Be able to prescribe drugs, calculate the dose for children
10.	Surgery	Symptoms and syndromes in surgical pathology for the purpose of diff. diagnostics	Make diff. diagnostics
11.	Immunology and allergology	The role of the immune system and non-specific protective factors in the infectious process, the impact on the timing of elimination of the pathogen	Be able to assess immunological parameters
12.	Otolaryngology	Clinical signs of injury of the mucous membrane of the nasopharynx, oropharynx, rhinitis, pharyngitis, laryngitis,	Examination of the nose, throat, regional lymph nodes
13.	Radiology and diagnostic ultrasonography)	X-ray signs of pneumonia, segmental pulmonary edema, bronchitis, foreign body. Ultrasound changes of internal organs.	Differentiate them among themselves.

Co-requisites:

1. pediatrics,
2. internal medicine,
3. infectious diseases.

Postrequisites:

1. pediatrics,
2. infectious diseases

5. Program learning outcomes

List of learning outcomes

1. Be able to collect on patient complaints, medical history, life history, conduct and evaluate the results of physical examination.
2. Evaluate information about the diagnosis using a standard procedure based on the results of laboratory and instrumental studies.
3. Highlight the leading clinical symptom or syndrome. Establish the most probable or syndromic diagnosis of the disease. Assign laboratory and / or instrumental examination of the patient. Carry out differential diagnosis of diseases. Make a preliminary and clinical diagnosis
5. Determine the necessary therapeutic nutrition in the treatment of the disease.
6. To determine the principles and nature of treatment of infectious diseases (within the curriculum).
7. Determine the tactics of emergency medical care on the basis of diagnosis, emergency.
8. Provide emergency medical care on the basis of a diagnosis of emergency
11. Perform medical manipulations.
13. Plan measures to prevent the spread of infectious diseases. Carry out detection and early diagnosis of infectious diseases; primary anti-epidemic measures in the center of an infectious disease. Identify risk groups, risk areas, time of risk, risk factors and carry out epidemiological analysis of infectious diseases in the population.
16. Prepare an annual report on personal production activities; keep medical records of the patient

and the population.

19. Investigate the scope and effectiveness of the doctor, department, health care institution; identify defects in activities and the reasons for their formation. Carry out the selection and use of unified clinical protocols for the provision of medical care, developed on the basis of evidence-based medicine; develop and use local health care protocols. Carry out quality control of medical care; identify factors that hinder the improvement of the quality and safety of medical care. Estimate the cost of medical services; substantiate the choice of an adequate method of financing (payment) and the choice of rational forms of organization of medical services. Apply methods of economic analysis when choosing methods of diagnosis, prevention, treatment, rehabilitation.
20. Organize the work of medical staff; to form rational medical routes of patients; organize interaction with colleagues, organizations and institutions; apply tools to promote medical services.
21. Form goals and determine the structure of personal activities.
22. Adhere to a healthy lifestyle, use the techniques of self-regulation and self-control
23. To be aware of and guided in their activities by civil rights, freedoms and responsibilities, to raise the general educational and cultural level.
24. Adhere to the requirements of ethics, bioethics and deontology in their professional activities.
25. Organize the necessary level of individual safety (own and persons cared for) in case of typical dangerous situations in the individual field of activity.

Learning result code	The content of the learning result	Link to the matrix code competences
The code is created when filling the syllabus (category: Kn-Know, Sk-Skills, C-competence, AR – autonomy and responsibility)	Learning outcomes determine that the student must know, understand and be able to perform, after completing the discipline. Learning outcomes follow from the set learning goals. To enroll in the discipline, it is necessary to confirm the achievement of each learning outcome.	Symbol of the Program Result (PR) Outcome Code in the Higher Education Standard
<i>Kn-1,</i>	Collect on patient complaints, medical history, life history, conduct and evaluate the results of physical examination.	PR-1
<i>Sk -1,</i> <i>Sk -1.1</i> <i>Sk -1.2</i> <i>Sk -1.3</i> <i>Sk -1.4</i>	Collect data on patient complaints, medical history, life history, at the health care facility or at the location of the sick child, using the results of an interview with the child, his parents or legal representatives according to a standard survey scheme. Under any circumstances (in a health care facility or at the location of a sick child), using knowledge of the child's body, organs and systems, according to certain algorithms: • collect information about the general condition of the child (consciousness, constitution) and appearance (examination of the skin, subcutaneous fat, palpation of lymph nodes, thyroid and mammary glands); • assess the psychomotor and physical development of the child; • examine the condition of the cardiovascular system (examination and palpation of the heart and superficial vessels, determination of percussion boundaries of the heart and blood vessels, auscultation of the heart and blood vessels); • examine the condition of the respiratory organs (examination of the	PR-1

<p><i>Sk -1.5</i></p> <p><i>Sk -1.6</i></p> <p><i>Sk -1.7</i></p> <p><i>Sk -1.8</i></p>	<p>chest and upper respiratory tract, palpation of the chest, percussion and auscultation of the lungs);</p> <ul style="list-style-type: none"> • examine the condition of the abdominal organs (examination of the abdomen, palpation and percussion of the intestines, stomach, liver, spleen, palpation of the pancreas, kidneys, pelvic organs, finger examination of the rectum); • • examine the condition of the musculoskeletal system (examination and palpation); • • examine the state of the nervous system; • • examine the condition of the genitourinary system. 	
<i>C-1</i>	Effectively form a communication strategy when communicating with the patient. Enter information about the child's health in the relevant medical records	PR-1
<i>AR-1</i>	To be responsible for the quality collection of information obtained on the basis of interviews, survey, palpation, percussion of organs and systems and for the timely assessment of the state: human health, psychomotor and physical development of the child and for taking appropriate measures	PR-1
<i>Kn-2</i>	Have specialized knowledge about the child, its organs and systems, standard methods of laboratory and instrumental research (according to list 4).	PR-1,2
<p><i>Sk -2</i></p> <p><i>Sk -2.1</i></p> <p><i>Sk -2.2</i></p>	<p>Be able to analyze the results of laboratory and instrumental studies and on their basis to assess information about the patient's diagnosis (according to list 4)</p> <ul style="list-style-type: none"> • Be able to identify and record the leading clinical symptom or syndrome (according to list 1) by making an informed decision, using previous patient history, physical examination of the patient, knowledge of the person, his organs and systems, adhering to relevant ethical and legal norms. • • Be able to establish the most probable or syndromic diagnosis of the disease (according to list 2) by making an informed decision, by comparing with standards, using previous patient history and examination of the patient, based on the leading clinical symptom or syndrome, using knowledge about the person, his organs and systems, дотримуючись відповідних етичних та юридичних норм,. 	PR-1- 3
<p><i>Have specialized knowledge about the child, its organs and systems, standard methods of laboratory and instrumental research (according to list 4).</i></p> <p><i>C-2</i></p>	To form and inform the patient and / or his parents (guardians), specialists about the necessary list of laboratory and instrumental tests (according to list 4).	PR-2
<i>AR-2</i>	Be responsible for deciding on the evaluation of laboratory and	PR-2

	instrumental research results	
<i>Kn-3</i> <i>Kn -3.1</i> <i>Kn -3.2</i> <i>Kn -3.3</i> <i>Kn -3.4</i>	Have specialized knowledge about the child, its organs and systems; knowledge of standard survey methods; disease diagnosis algorithms; algorithms for selecting the leading symptoms or syndromes (according to list 1); previous and clinical diagnoses (according to list 2); knowledge of methods of laboratory and instrumental examination (according to list 3); knowledge of human condition assessment.	PR-1- 3
<i>Sk -3</i>	Be able to establish the most probable or syndromic diagnosis of the disease (according to list 2) by making an informed decision, by comparing with standards, using previous history and examination of the patient, based on the leading clinical symptom or syndrome, using knowledge about the person, his organs and system, adhering to the relevant ethical and legal norms	PR-1- 3
<i>C-3</i>	Be able to make the most probable or syndromic diagnosis of the disease (according to list 2) by making an informed decision, by comparing with standards, using previous history and examination of the patient, based on the leading clinical symptom or syndrome, using knowledge about the person, his organs and system, adhering to the relevant ethical and legal norms	PR-1- 3
<i>AR-3</i>	Adhering to ethical and legal norms, be responsible for making informed decisions and actions regarding the correctness of the established preliminary clinical diagnosis of the disease	PR-1- 3
<i>Kn-5</i>	Have specialized knowledge of algorithms and standard schemes of nutrition - in the treatment of diseases (according to list 2)	PR-5
<i>Sk -5</i>	Be able to determine the nature of nutrition on the basis of preliminary and clinical diagnosis, the nature of nutrition in the treatment of diseases (list 2)	PR-5
<i>C-5</i>	To make a conclusions on nutrition - in the treatment of diseases (according to list 2) and communicate to the patient and / or his parents (guardians), specialists	PR-5
<i>AR-5</i>	To be responsible for the validity of the definition of nutrition - in the treatment of the disease (according to list 2)	PR-6
<i>Kn-6</i>	Have specialized knowledge of algorithms and standard schemes for the treatment of diseases (according to list 2)	PR-3, 6
<i>Sk -6</i> <i>Sk -6.1</i> <i>Sk -6.2</i> <i>Sk -6.3</i>	Be able to determine the principles and nature of treatment of the disease (according to list 2) Be able to determine the nature of treatment of the disease (list 2), in a health care facility, at the patient's home and at the stages of medical evacuation, including when, in the field on the basis of a preliminary clinical diagnosis, using knowledge about the person, his organs and systems, adhering to the relevant ethical and legal norms, by making an informed decision according to existing algorithms and standard schemes.	PR-3, 6
<i>C-6</i>	Form and communicate to the patient and / or his parents (guardians), specialists their own conclusions about the principles and nature of treatment (according to list 2)	PR-3, 6
<i>AR-6</i>	Be responsible for deciding on the principles and nature of treatment of the disease (according to list 2)	PR-3, 6
<i>Kn-7</i>	Have specialized knowledge of methods of human examination (at home, on the street, in a health care facility) in the absence of information.	PR-3, 7
<i>Sk -7</i>	Be able, in the absence of information, using standard methods, by making an informed decision to assess the child's condition and	PR-3, 7

	determine the main clinical syndrome (or what causes the severity of the victim's condition) (according to list 3).	
<i>C-7</i>	Under any circumstances, in accordance with the relevant ethical and legal norms, make an informed decision to assess the severity of the person's condition, diagnosis and organization of the necessary medical measures depending on the child's condition; fill in the relevant medical documents.	PR-3,7
<i>AR-7</i>	Be responsible for the timeliness and effectiveness of medical measures to diagnose emergencies.	PR-3,7
<i>Kn-8</i>	Know the legal framework for the provision of emergency medical care, in particular the law of Ukraine "On emergency medical care". Have specialized knowledge about urgent human conditions; principles of providing emergency medical care.	PR-8
<i>Sk -8</i>	Be able to provide emergency medical care in case of emergency (according to list 3); principles and tactics of providing ex-train medical care; to carry out organizational and diagnostic measures aimed at saving and saving human life.	PR-8
<i>C-8</i>	Explain the procedure for emergency medical care.	PR-8
<i>AR-8</i>	Be responsible for the correctness of the definition of the state of emergency, its severity and tactics of emergency medical care.	PR-8
<i>Kn-9</i>	Have specialized knowledge about the structure of the human body, its organs and systems; algorithms for providing emergency medical care in emergencies (according to list 3).	PR-8,9
<i>Sk -9</i>	Be able to provide emergency medical care in case of emergency (according to list 3).	PR-8,9
<i>C-9</i>	Explain procedure for emergency medical care.	PR-8,9
<i>AR-9</i>	Be responsible for the timeliness and quality of emergency medical care.	PR-8,9
<i>Kn -11</i>	Have specialized knowledge of algorithms for performing medical manipulations (list 5).	PR- 6 - 9
<i>Sk -11</i>	Be able to perform medical manipulations (according to list 5).	PR- 6 - 9
<i>C-11</i>	Make and justify conclusions about the need for medical manipulations (according to list 5) and to convey to the patient, and / or his parents (guardians), specialists	PR- 6 - 9
<i>AR-11</i>	Be responsible for the quality of medical manipulations (according to list 5).	PR-6 - 9
<i>Kn -14</i> <i>Kn -14.1</i> <i>Kn -14.2</i>	Know the principles and systems of planning and conducting preventive and anti-epidemic measures for infectious diseases in typical conditions and in conditions of epidemic distress based on the results of analysis, survey data of the infectious diseases center. Know the methods of detection and early diagnosis of infectious diseases, the organization of primary anti-epidemic measures in the center of infectious diseases. Know the preventive and anti-epidemic methods of organizing measures to prevent the spread of infectious diseases.	PR-13
<i>Sk -14</i> <i>Sk -14.1</i> <i>Sk -14.2</i>	Be able based on using epidemiological analysis preventive and anti-epidemic methods, to plan measures to prevent the spread of infectious diseases (according to list 2) To be able to conduct in a health care institution, its unit: -Detecting and early diagnostic of infection diseases (according to the list 2) - primary anti-epidemic measures in the center of an infectious disease.	PR-13

	Be able to organize preventive and anti-epidemic measures for infectious diseases in the health care facility, among the population and in the centers of infectious diseases on the basis of epidemiological analysis by risk groups, risk areas, time and risk factors.	
<i>C-14</i>	Inform the population, heads of relevant institutions and enterprises about the timely implementation of preventive and anti-epidemic measures, vaccinations, etc.	PR-13
<i>AR-14</i>	To be responsible for the qualitative analysis of indicators of infectious morbidity of the population, timely carrying out of the corresponding preventive and anti-epidemic measures.	PR-13
<i>Kn -17</i>	Know the system of official document management in the work of a doctor, including modern computer information technology	PR-16, 19
<i>Sk -17</i> <i>Sk -17.1</i> <i>Sk -17.2</i> <i>Sk -17.3</i>	Be able to determine the source and location of the required information depending on its type; Be able to process information and analyze the received information Be able to prepare an annual report on personal production activities, using official accounting documents, in a generalized form; Be able to keep medical records of the patient and the population (outpatient / inpatient card, medical history, sanatorium card, certificate of incapacity for work, documentation for MSEC, etc.), using standard technology, based on regulations.	PR-16, 19
<i>C-17</i>	Obtain the necessary information from a specific source and on the basis of its analysis to form appropriate conclusions	PR-16, 19
<i>AB-17</i>	Be responsible for the completeness and quality of the analysis of information and conclusions based on its analysis.	PR-16, 19
<i>Kn -20</i> <i>Kn -20.1</i>	Know the main indicators that characterize the activities of health care facilities / departments; medical and organizational factors that affect the activities of the doctor of the unit, health care institution; characteristics of the quality of medical care; components of improving the quality of medical care; basic requirements for standardization of medical care. Know the effectiveness of various forms of medical care;	PR-16, 19-25
<i>Sk -20</i> <i>Sk -20.1</i> <i>Sk -20.2</i> <i>Sk -20.3</i>	Be able to calculate the main indicators of the doctor, department, health care institution and evaluate them in the dynamics. Be able to identify defects in activities and the reasons for their formation. Be able: • select the appropriate unified clinical protocol for the provision of medical care, • develop a general scheme of local medical care protocol; • calculate indicators of structure, process and results of activity;	PR-16, 19-25
<i>C-20</i>	Receive information from relevant sources on the activities of the doctor, department, health care institution, inform the relevant officials to ensure conditions for the provision of quality and safe medical care. Formulate conclusions on the justification of the form of organization of medical care,	PR-16, 19-25
<i>AR-20</i>	Be responsible for the validity of decisions to improve the activities of the doctor, institution / health care unit; improving the efficiency of the use of available resources of the unit, institution, health care system	PR-16, 19-25
6. Course format and scope		

Course format (specify full-time or part-time)	Full-time	
Kind of occupations	Number of hours	Number of groups
lectures	0	
Practical classes	30	
seminars	-	
Self-study	30	

7. Topics and content of the course

Code type of lessons	Topic	Content of training	Code of result of study	The teacher
PS-1 (<i>practical session 1</i>)	Differential diagnosis and emergencies in influenza and SARS in children (influenza, parainfluenza, adenoviral, respiratory syncytial (MS), rhinovirus infection, COVID-19). Whooping cough.	Etiological, epidemiological, pathogenetic features, leading clinical symptoms and complications of the above infections in children. Urgent conditions that may occur in these diseases (hyperthermic syndrome, acute stenotic laryngotracheitis, apnea with cough, etc.), providing medical care for them. Tactics of management of patients with respiratory diseases and pertussis, their prevention and immunoprophylaxis.	<i>Kn 1, Sk -1.1, Sk -1.2, Sk -1.4, Sk -1.5, Sk -1.7, Sk -1.8, C-1, AR-1, Kn -2, Sk -2 Kn -3, Sk -3 Kn -5, Sk -5.1 Sk -5.2, Kn -6, Sk -6 Kn -7, Sk -7 Kn -9, Sk -9 Kn -10, Sk 10.1 Sk -10.2 Kn -11, Sk -11. 1 Kn 14, Sk -14</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin
PS-2 (<i>practical session 2</i>)	Differential diagnosis of tonsil diphtheria, infectious mononucleosis and diseases accompanied by acute tonsillitis syndrome in children.	Clinical features of tonsillitis of various etiologies (streptococcal, staphylococcal, Simanovsky-Vincent, viral, fungal). Etiological, epidemiological, pathogenetic features, leading clinical symptoms and complications of the above infections in	<i>Kn -1, Sk -1.1, Sk -1.2, Sk -1.4, Sk -1.5, Sk -1.7, Sk -1.8, C-1, AR-1, Kn -2, Sk -2 Kn -3, Sk -3 Kn -5, Sk -5.1 Sk -5.2,</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin

		<p>children. Classification of diphtheria and tonsillitis. Tactics of patient management.</p> <p>Urgent conditions that may occur in these diseases (hyperthermic syndrome, diphtheria, infectious toxic shock in diphtheria), providing medical care for them. Prevention and immunoprophylaxis.</p>	<p><i>Kn -6, Sk -6</i> <i>Kn -7, Sk -7</i> <i>Kn -9, Sk -9</i> <i>Kn -10,</i> <i>Sk -10.1,</i> <i>Sk -10.2,</i> <i>Kn -11,</i> <i>Sk -11. 1</i> <i>Kn -14, Sk -14</i></p>	
<p>PS-3 (<i>practical session 3</i>)</p>	<p>Differential diagnosis of infections with exanthema.</p>	<p>Etiological, epidemiological, pathogenetic features, leading clinical symptoms, variants of course and complications of infections with exanthema (measles, rubella, chickenpox, scarlet fever, pseudotuberculosis). Differential diagnosis of exanthema syndrome in various infectious and non-infectious diseases. Acute abdomen syndrome in patients with measles. Severe atypical forms of chickenpox, bacterial skin lesions. Tactics of patient management, organization of anti-epidemic measures in the center of infection in diseases with exanthema syndrome. ІмуноPRO філаСтиса.</p>	<p><i>Kn -1,</i> <i>Sk-1.1,</i> <i>Sk-1.2,</i> <i>Sk-1.4,</i> <i>Sk-1.5,</i> <i>Sk-1.7,</i> <i>Sk-1.8,</i> <i>C-1,</i> <i>AR-1,</i> <i>Kn -2, Sk-2</i> <i>Kn -3, Sk-3</i> <i>Kn -5, Sk-5.1</i> <i>Sk-5.2,</i> <i>Kn -6, Sk-6</i> <i>Kn -7, Sk-7</i> <i>Kn -9, Sk-9</i> <i>Kn -10,</i> <i>Kn -10.1,</i> <i>Kn -10.2,</i> <i>Kn -11,</i> <i>Sk-11. 1</i> <i>Kn -14, Sk-14</i></p>	<p>Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin</p>
<p>PS-4 (<i>practical session 4</i>)</p>	<p>Differential diagnosis of meningococcal infections in children.</p>	<p>Etiological, epidemiological, pathogenetic features, leading clinical symptoms and variants of meningococcal infection. Differential diagnosis of</p>	<p><i>Kn -1,</i> <i>Sk-1.1,</i> <i>Sk-1.2,</i> <i>Sk-1.4,</i> <i>Sk-1.7,</i> <i>Sk-1.8,</i> <i>C-1,</i> <i>AR-1,</i></p>	<p>Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin</p>

		<p>meningococemia with diseases accompanied by hemorrhagic rash (hemorrhagic vasculitis, thrombocytopenic purpura, etc.). Serous meningitis in children. Differential diagnosis of serous and purulent meningitis (primary, secondary, viral, bacterial) among themselves and with other conditions. Meningeal syndrome in the clinic of infectious diseases. Questions of clinical and laboratory diagnosis of neuroinfections. Liquorological diagnosis. Emergencies in neuroinfections: infectious-toxic shock (ITS) in meningococcal infection, edema-swelling of the brain, cerebral coma.</p>	<p><i>Kn -2, Sk-2</i> <i>Kn -3, Sk-3</i> <i>Kn -5, Sk-5.1</i> <i>Sk-5.2,</i> <i>Kn-6, Sk-6</i> <i>Kn -7, Sk-7</i> <i>Kn -9, Sk-9</i> <i>Kn -10,</i> <i>Sk-10.1,</i> <i>Sk-10.2,</i> <i>Kn -11,</i> <i>Sk-11. 1</i> <i>Kn -14, Sk-14</i></p>	
<p>PS-5 (<i>practical session 5</i>)</p>	<p>Differential diagnosis of encephalitis in children. Enterovirus infection, polio, mumps infection.</p>	<p>Classification, clinical features, diagnosis, treatment of encephalitis in children. Enterovirus infection, polio, mumps infection. Etiological, epidemiological, pathogenetic features, leading clinical symptoms and disease variants. Clinical forms, diagnosis, complications and residual effects, treatment, prevention. Emergencies: cerebral coma and care for this condition. Tactics of patient management. Prevention and immunoprophylaxis.</p>	<p><i>Kn -1,</i> <i>Sk-1.1,</i> <i>Sk-1.2,</i> <i>Sk-1.4,</i> <i>Sk-1.7,</i> <i>Sk-1.8,</i> <i>C-1,</i> <i>AR-1,</i> <i>Kn -2, Sk-2</i> <i>Kn -3, Sk-3</i> <i>Kn -5, Sk-5.1</i> <i>Sk-5.2,</i> <i>Kn -6, Sk-6</i> <i>Kn -7, Sk-7</i> <i>Kn -9, Sk-9</i> <i>Kn -10,</i> <i>Sk-10.1,</i> <i>Sk-10.2,</i> <i>Kn -11,</i> <i>Sk-11. 1</i> <i>Kn -14, Sk-14</i></p>	<p>Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin</p>

<p>PS-6 (<i>practical session 6</i>)</p>	<p>Differential diagnosis of GIT infections in children.</p>	<p>Etiological, epidemiological, pathogenetic features, leading clinical symptoms and syndromes of GIT inf.: local (gastritis, enteritis, colitis, etc.) and general. Clinical variants of shigellosis, salmonellosis, Escherichia coli, intestinal yersiniosis, viral diarrhea in children of different ages. Differential diagnosis of GIT inf. among themselves and with diseases of the gastrointestinal tract of non-infectious origin, surgical pathology. Tactics of management of children with GITinf (examination, indications for hospitalization, treatment). Anti-epidemic measures in the center of infection. Emergencies in GIT inf in children (toxicosis, exsiccosis, neurotoxicosis, ITS), medical care. Diagnosis and treatment. Data from laboratory and instrumental research.</p>	<p><i>Kn -1, Sk-1.1, Sk-1.2, Sk-1.5, Sk-1.7, Sk-1.8, C-1, AR-1, Kn -2, Sk-2 Kn -3, Sk-3 Kn -4, Sk-4 Kn -5, Sk-5.1 Sk-5.2, Kn -6, Sk-6 Kn -7, Sk-7 Kn -9, Sk-9 Kn -10, Sk-10.1 Kn -11, Sk-11. 1 Kn -14, Sk-14</i></p>	<p>Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin</p>
<p>PS-7 (<i>practical session 7</i>)</p>	<p>Differential diagnosis and emergencies in viral hepatitis (VH) in children.</p>	<p>Etiological, epidemiological, pathogenetic features, leading clinical symptoms, laboratory data depending on the pathogen of VH. Differential diagnosis of typical and atypical forms of VH in children. Tactics of managing a patient with viral hepatitis.</p>	<p><i>Kn -1, Sk-1.1, Sk-1.2, Sk-1.5, Sk-1.7, Sk-1.8, C-1, AR-1, Kn -2, Sk-2 Kn -3, Sk-3 Kn -4, Sk-4 Kn -5, Sk-5.1</i></p>	<p>Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin</p>

		<p>Diagnostic markers of hepatitis. Anti-epidemic measures in the center of infection. Acute hepatic insufficiency in VH in children, clinical symptoms, assessment of severity and prognosis of VH, taking into account laboratory tests. Tactics of management of a patient with VH with acute liver failure syndrome. Providing emergency care. Emergency immunoprophylaxis of VH before elective surgery. Differential diagnosis of VH with other parenchymal jaundice (drug, toxic and autoimmune hepatitis, Gilbert's disease, tropical malaria, sepsis, yersiniosis, infectious mononucleosis, etc.). Differential diagnosis with suprahepatic and subhepatic jaundice.</p>	<p><i>Sk-5.2, Kn -6, Sk-6 Kn -7, Sk-7 Kn -9, Sk-9 Kn -10, Sk-10.1 Kn -11, Sk-11. 1 Kn -14, Sk-14</i></p>	
<p>PS-8 (<i>practical session 8</i>)</p>	<p>HIV infection in children. Immunoprophylaxis of infectious diseases</p>	<p>HIV infection in children. Prevention of HIV infection, prevention of mother-to-child transmission, diagnosis, treatment of HIV-infected children. Immunoprophylaxis of infectious diseases in children. Types of vaccines. Calendar of preventive vaccinations. Mandatory and recommended vaccinations. Contraindications to vaccination. Post-vaccination events, their diagnosis and treatment.</p>	<p><i>Kn -1, Sk-1.1, Sk-1.2, Sk-1.5, Sk-1.7, Sk-1.8, C-1, AR-1, Kn -2, Sk-2 Kn -3, Sk-3 Kn -4, Sk-4 Kn -5, Sk-5.1 Sk-5.2, Kn -6, Sk-6 Kn -7, Sk-7 Kn -9, Sk-9 Kn -10, Sk-10.1 Kn -11, Sk-11. 1</i></p>	<p>Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin</p>

		Anaphylactic shock, diagnosis and emergency care.	<i>Kn -14, Sk-14</i>	
SS-1 (<i>Self-study 1</i>)	Toxocariasis. Clinic. Diagnosis. Treatment.	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9, Kn -14, Sk-14.</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin
SS-2 (<i>self-study2</i>)	Helminthiasis in children. Diagnosis. Treatment.	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9, Kn -14, Sk-14.</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin
SS-3 (<i>self-study 3</i>)	Whooping cough in newborns.	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Sk-5, C-5, AR-5, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9, Kn -14, Sk-14.</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin
SS-4 (<i>self-study 4</i>)	Botulism. Features of clinical symptoms.	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment. Emergency rabies prevention.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9, Kn -14,</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin

			<i>Sk-14.</i>	
SS-5 (<i>self-study 5</i>)	Tetanus. Clinic. Diagnosis. Treatment	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment. Emergency prevention of tetanus.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9, Kn -14, Sk-14.</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin
SS-6 (<i>self-study 6</i>)	Lyme disease. Diagnosis. Treatment. Lyme arthritis.	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9, Kn -14, Sk-14.</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin
SS-7 (<i>self-study 7</i>)	Acute intestinal infection caused <i>Clostridium difficile</i>	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment.	<i>Sk-1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Sk-5, C-5, AR-5, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9, Kn -14, Sk-14.</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin
SS-8 (<i>self-study 8</i>)	Leishmaniasis in children.	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Sk-5, C-5, AR-5, Kn -6, Sk-6, AR-6, AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9, C-9, AR-9,</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin

			<i>Kn -14, Sk-14.</i>	
SS-9 (<i>self-study 9</i>)	Felinosis (bortennelosis)	Etiology, epidemiology, clinic, diagnosis and diff. diagnosis, treatment.	<i>Kn -1, Sk-1, Sk-2, C-2, AR-2, Kn -3, Sk-3, AR-3, Sk-5, C-5, AR-5, Kn -6, Sk-6, AR-6,AR-7, Kn -8, Sk-8, C-8, Kn -9, Sk-9,C-9, AR-9, Kn -14, Sk-14.</i>	Assoc.Prof. Halyna Lytvyn Dept Assist Olha Hladchenko Dept. Assist. Myroslava Voloshyn Dept. Assist. Andrii Orfin

It is necessary to present a system of organization of classes, the use of interactive methods,

Class organization system

- by sources of knowledge: methods of verbal transmission and auditory perception of educational information (explanation, lecture, conversation, discussion); methods of visual transmission and visual perception of educational information (display and demonstration of slides, videos; photo catalogs, tables, drawings, study of literary and other sources of educational information; the use of visual aids); methods of transmitting educational information through practical, labor actions and tactile perception (training tasks and creative exercises, examination of thematic patients, mastering practical skills).

- by the logic of the educational process: analytical (determination of the general condition of the patient and the main signs of the disease), synthetic (clarification of the relationship of the main signs of diseases, determination of optimal measures for diagnosis, treatment and prevention), their combination - analytical-synthetic, and inductive method, deductive, their combination - translational method;

- by the level of independent mental activity: problem, partially exploratory, research.

Use of interactive methods

- method of clinical cases,

- problem-oriented method,

- method of individual educational-research and practical tasks,

- method of competing groups,

- method of training technologies,

- method of "business game",

- method of "brainstorming",

- method of holding conferences with the use of interactive, interdisciplinary and information-computer technologies

Organization of the educational process using distance learning technologies

– - An electronic knowledge base on the discipline was created on the Misa platform (web resource misa.meduniv.lviv.ua).

– - Remote technologies are used in conducting training sessions: practical classes, preparation and presentation of independent work; when performing research, exploration, project activities; consultations; practical training; control measures and other forms of organization of the educational process, defined by the programs of the academic discipline.

– - Assessment of learning outcomes (test control) is carried out remotely on the platform of the University of Misa using the capabilities of information and communication (digital) technologies, as well as video conferencing. Evaluation of test results is performed automatically.

8. Verification of learning outcomes

Current control

is carried out during training sessions and aims to check the assimilation of students of educational material (it is necessary to describe the forms of current control during training sessions). Forms of assessment of current educational activities should be standardized and include control of theoretical and practical training. The final grade for the current educational activity is set on a 4-point (national) scale.

Learning outcome code	Code type of lessons	Method of verifying learning outcomes	Enrollment criteria
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Control methods

Current educational activity

<p><i>Kn-1, Sk-1.1, Sk-1.2, Sk-1.5, Sk-1.7, Sk-1.8, C-1, AR-1, Kn-2, Sk-2 Kn -3, Sk-3 Kn -4, Sk-4 Kn -5, Sk-5.1 Sk-5.2, Kn -6, Sk-6 Kn -7, Sk-7 Kn -9, Sk-9 Kn -10, Sk-10.1 Kn-11, Sk-11. 1 Kn -14, Sk-14</i></p>	<p><i>PS-1, PS-2, PS-3 PS-4 PS-5</i></p>	<p>The current control of the results of educational activities of students of disciplines is carried out in order to test the knowledge, skills and abilities of students during classroom (practical, laboratory, seminar) classes, as well as to check the results of independent work.</p> <p>The task of current control is to check the level of readiness of the student to perform specific work: mastering the relevant educational material, acquiring knowledge and skills of solving specific issues and situations, ability to independently process texts, ability to comprehend the essence of the material, skills to perform necessary skills publicly or in writing substantiate their own point of view, ability to work in a team, ability to be responsible for the recommendations and decisions made, etc.</p> <p>Current control is carried out on the basis of a comprehensive assessment of student activities and acquired competencies (knowledge, skills, abilities, etc.), which includes control of the input level of knowledge, quality of practical work, level of theoretical training and results of output control of knowledge. Forms of current control are determined by the department and reflected in the curriculum of the discipline.</p> <p>Assessment of current learning activities is carried out at each practical lesson in accordance with the specific objectives of the topic on a 4-point scale using approved assessment criteria for the discipline and is recorded in the journal of academic performance. This takes into account all</p>	<p>The set of knowledge, skills, abilities and other competencies acquired by the applicant in higher education in the process of learning in each topic of the discipline is roughly assessed by the following criteria:</p> <ul style="list-style-type: none"> - 5 / "excellent" - the student has mastered the theoretical material of the topic, demonstrates deep and comprehensive knowledge of the topic, the main provisions of scientific sources and recommended literature, logically thinks and builds the answer, freely uses the acquired theoretical knowledge in analyzing practical material, expresses his attitude to certain problems, demonstrates a high level of mastery of practical skills; - 4 / "good" - the student has mastered the theoretical material of the lesson, has the basic aspects of primary sources and recommended literature,
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		<p>types of work and the list of competencies provided by the curriculum and methodological development for the study of the topic. The student must receive a grade on each topic.</p> <p>All practical classes use objective control of theoretical training and acquisition of practical skills (standardized by the method of execution).</p> <ul style="list-style-type: none"> • The student answers 10-15 tests (tests on the topic of the lesson, 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 practical training at the patient's bedside • Solves a situational problem on the topic of the lesson. • At the final stage of the lesson to assess the student's mastery of the topic he is asked to answer the situational tasks. The teacher summarizes the lesson, gives students tasks for independent work, points to the key issues of the next topic and offers a list of recommended reading for independent study. Independent work of students, which is provided in the topic along with the classroom, is assessed during the current control of the topic in the relevant lesson. <p>The duration of one practical lesson of the topic and taking into account the standards of the weekly classroom workload is 6.0 academic hours.</p> <p>When assessing students' knowledge, preference is given to standardized methods of control: testing (oral, written), structured written work, work with standard medical records, standardized method of control of practical skills.</p> <p>Self-study work of students, which is provided in the topic along with the classroom, is assessed during the current control of the topic in the relevant lesson.</p>	<p>teaches it; has practical skills, expresses his views on certain issues, but assumes certain inaccuracies and errors in the logic of the presentation of theoretical content or in the implementation of practical skills;</p> <p>- 3 / "satisfactory" - the student has mainly mastered the theoretical knowledge of the subject, is guided by primary sources and recommended literature, but unconvincingly answers, confuses concepts, additional questions cause the student uncertainty or lack of stable knowledge; answering questions of a practical nature, reveals inaccuracies in 7 knowledge, is unable to assess facts and phenomena, relate them to future activities, makes mistakes in the implementation of practical skills;</p> <p>- 2 / "unsatisfactory" - the student has not mastered the study material of the topic, does not know the scientific facts, definitions, almost does not navigate in the original sources and recommended literature, no scientific thinking, practical skills are not formed.</p> <p>The results of current control (current success) are an indicator of the level of students' mastery of the curriculum and compliance with the requirements of</p>
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<i>Kn -1,</i> <i>Sk-1.1,</i> <i>Sk-1.2,</i> <i>Sk-1.5,</i> <i>Sk-1.7,</i> <i>Sk-1.8,</i> <i>C-1,</i> <i>AR-1,</i> <i>Kn-2, Sk-2</i> <i>Kn-3, Sk-3</i> <i>Kn-4, Sk-4</i> <i>Kn-5, Sk-5.1</i> <i>Sk-5.2,</i> <i>Kn-7, Sk-7</i>	<i>CPC-1,</i> <i>CPC-2,</i> <i>CPC-3,</i> <i>CPC-4,</i> <i>CPC-5,</i> <i>CPC-6,</i> <i>CPC-7,</i> <i>CPC-8,</i> <i>CPC-9</i>	independent work of students. The results of the current control are the basic information for determining the assessment during the test.
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Final control

General system evaluation	Final control includes semester control and certification of the applicant for higher education for compliance of its competencies with the requirements of higher education standards. Semester credit in disciplines is held after the end of its study, before the examination session.	
Scales evaluation	Traditional 4-point scale, multi-point (200-point) scale, ECTS rating scale	
Terms of admission to final control	Students who have completed all types of work, tasks provided for in the curriculum for the semester of the discipline, attended all the practical classes provided by the curriculum and scored for the current success the number of points not less than the minimum are allowed to the semester final control (semester credit) . Students who have missed classroom classes are allowed, with the permission of the dean, to work off academic arrears until a certain date within the semester.	
Type of final control	Methods of final control	Criteria enrollment
Semester test	All topics submitted for current control must be included. Grades from the 4-point scale are converted into points on a multi-point (200-point) scale in accordance with the Regulation "Criteria, rules and procedures for evaluating the results of student learning activities"	The maximum number of points is 200. The minimum number of points is 120

For disciplines the form of final control which is a test:

The maximum number of points that a student can score for the current academic activity in the study of the discipline is 200 points.

The minimum number of points that a student must score for the current academic activity to enroll in the discipline is 120 points.

The calculation of the number of points is based on the grades obtained by the student on a 4-point (national) scale during the study of the discipline, by calculating the arithmetic mean (AM), rounded to two decimal places. The resulting value is converted into points on a multi-point scale as follows:

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

For convenience, the table of recalculation on a 200-point scale is given:

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

The scores of students studying in one specialty, taking into account the number of scores scored in

the discipline are ranked on the ECTS scale as follows:

ECTS assessment	Statistical indicator
A	The best 10 % students
B	Next 25 % students
C	Next 30 % c students
D	Next 25 % students
E	Last 10 % students

Ranking with the assignment of grades "A", "B", "C", "D", "E" is carried out for students of this course who study in one specialty and have successfully completed the study of the discipline. Students who receive grades FX, F ("2") are not included in the list of ranked students. Students with an FX grade automatically receive an "E" score after retaking.

Discipline scores for students who have successfully completed the program are converted into a traditional 4-point scale according to the absolute criteria, which are given in the table below:

Points from the discipline	Score za 4-point scale
From 170 to 200 points	5
From 140 to 169 points	4
From 139 points to the minimum number of points that a student must score	3
Below the minimum number of points that a student must score	2

The ECTS score is not converted to the traditional scale, as the ECTS scale and the four-point scale are independent.

The objectivity of the assessment of students' learning activities is checked statistical methods (correlation coefficient between ECTS assessment and national scale assessment).

Criteria for assessing the objective structured practical (clinical) exam / Complex of practice-oriented exam

Assessment of student work at the station OSCE is carried out on a checklist (checklist), which is based on the assessment of the completeness of 11 graduates of the algorithm of actions in a particular clinical situation and the criteria for assessing practical skills. At each station, the examiner evaluates all stages of the task and determines the total score. The maximum score for the task at the station OSCE is 1 (one) point. Each stage of the task is assigned a certain part of the score, depending on the complexity.

The result of each discipline is determined: in points on a 200-point scale; in the assessments of the traditional 4-point scale (5 - "excellent", 4 - "good", 3 - "satisfactory", 2 - "unsatisfactory") and on the scale of the European credit transfer system ECTS. The initial scores entered in the checklists (checklists) are determined by the scale: completed, not completed, not completed. The total sum of primary points at the station (C) is in the range from 0 to 1 and is rounded to 2 (two) decimal places.

The resulting score on the discipline when conducting OSCE is defined as the arithmetic mean of the scores of OSCE stations in the relevant discipline, multiplied by a factor of 200, rounded to the nearest whole number. This result score is the student's score on a 200-point scale. Formula for recalculation of the resulting score (RS):

$$\frac{C1 + Cn}{n} \times 200$$

де: C1-Cn – the total number of points for each station of the discipline, n - the number of stations in the discipline.

Criteria for establishing a score on a traditional 4-point scale

Score for the exam in the discipline on a 200-point scale (when applying the conversion factor "200")	Score for the exam in the discipline on a four-point scale
From 180 to 200 points	5, «excellent»
From 140 to 179 points	4, «good»
from 120 to 139 points	3, «satisfactorily»
119 points and less	2, «unsatisfactorily»

Our department has created situational tasks for students, as close as possible to clinical (cases), illustrated with photos of real patients, in which higher education students apply the acquired theoretical knowledge and practical skills.

The checklist according to which the student is evaluated is presented in the table

№	Stages of the task	Scoring scale			Score in points
		Done	Completed in part	Not performed	
Greeted, introduced himself to the examiner					
1.	The student entered, greeted, introduced himself to the examiner.	0,1	0,05	0	
Established a clinical diagnosis					
2	Established a nosological diagnosis	0,1	0,05	0	
3	Took into account the clinical form, severity	0,1	0,05	0	
4	He formulated the complications and emergencies that arose	0,1	0,05	0	
Appointed the necessary tests to confirm the diagnosis					
5	Appointed a laboratory examination for etiological confirmation of the diagnosis	0,1	0,05	0	
6	Appointed additional methods of examination	0,1	0,05	0	
7	Provided interpretation of laboratory data	0,1	0,05	0	
Prescribed treatment					
8	Outlined the principles of treatment of the patient	0,1	0,05	0	
9	Carried out the selection of basic drugs, their doses (single, daily), routes of administration, frequency and duration of therapy	0,1	0,05	0	
10	Identified the tactics of emergency medical care	0,1	0,05	0	
total points (S)					

9. Course policy

Indicates the policies of academic integrity, the specific policies of the program that are relevant to the course.

Ensuring academic integrity is an integral part of the internal regulatory framework of the system of quality assurance in higher education and the quality of educational, scientific and innovative activities to improve education, research, adherence to scientific ethics and prevent academic plagiarism.

The policy of the discipline is determined by the system of requirements for the student in the

study of the discipline "Children's infectious diseases" and is based on the principles of academic integrity. Students are explained the value of acquiring new knowledge, academic standards that must be followed, why they are important, what is academic integrity, what are its values and functions, how students can contribute to its development by their actions; the essence, features and reasons of inadmissibility of academic plagiarism are explained, students of higher education are encouraged to independently carry out educational tasks, to refer correctly to sources of information in case of borrowing of ideas, statements, information.

The policy of the discipline is:

in the obligatory observance of academic integrity by students, namely:

- independent performance of all types of work, tasks, forms of control provided by the working program of this discipline;

- links to sources of information in case of use of ideas, developments, statements, information;

- observance of norms of the legislation on copyright and intermediate rights;

- providing reliable information about the results of their own educational (scientific) activities, used research methods and sources of information.

adherence to the principles and norms of ethics and deontology by higher education students:

- actions in professional and educational situations from the standpoint of academic integrity and professional ethics and deontology;

- compliance with the rules of internal regulations of the clinical base of the department, to be tolerant, friendly and balanced in communication with students and teachers, patients, medical staff of health care institutions;

- awareness of the importance of examples of human behavior in accordance with the norms of academic integrity and medical ethics.

attending classes by higher education students:

- Attendance at all classes is mandatory for the purpose of current and final assessment of knowledge (except for good reasons).

recomposing topics and working off missed classes by higher education students:

- practice of missed classes is according to the schedule of practice

- rearrangement of the topic of the lesson, for which the student received a negative grade, is carried out at a convenient time for the teacher and the student outside the classroom, the maximum grade - "good"

rearrangement of the topic during the current training and final control in order to increase the assessment is not allowed

10. Literature

Required

1. Nadraga O. B. Pediatric Infectious Diseases / O. B. Nadraga, S. O. Kramarev. – Kyiv, 2015. – 238 p.
2. Carol J. M. Red Book Atlas Of Pediatric Infectious Diseases / J. Baker MD, FAAP Carol., 2019. – 733 p. – (3Rd Edition)
3. Long S. S. Principles and Practice of Pediatric Infectious Diseases / S. S. Long, L. K. Pickering, C. G. Prober., 2017. – 1688 p. – (5th Edition).
4. Nelson textbook 21th Edition by Robert M. Kliegman, MD, Richard E. Behrman, MD, Hal B. Jenson, MD and Bonita F. Stanton, MD. SAUNDERS. 2019. – 4264 p.
5. Lecture material of the department.
6. Methodical recommendations of the department.

11. Equipment, logistics and software of the discipline / course

Methodical support of the lecture course:

1. Abstracts of lectures.

2. Methodical development of lectures.

3. Lecture presentations.

4. Videos and educational films on the subject of the lecture.

Methodical support of practical classes:

1. Methodical development of practical classes for teachers.

2. *Methodical instructions for practical classes for students.*
3. *Variants of test questions and tasks to check the initial level of knowledge on each topic.*
4. *Variants of situational tasks to check the mastery of topics.*
5. *Variants of tasks (theoretical and practical) for final control.*
6. *Instructions for working with phantoms and dummies to practice practical skills.*

Logistics

1. *Multimedia projector*
2. *The simulator for carrying out a spinal puncture*

Web resources of the discipline

1. *Methodical recommendations.*
2. *Documents for planning the educational process at the department (curricula, calendar-thematic plans, schedules, etc.)*
3. *Video and audio recordings of lectures;*
4. *Multimedia lecture materials*
5. *Packages of test tasks for carrying out control actions, tests with the automated check of results.*

12. Additional information

All other information important for the student, which is not included in the standard description, for example, contact details of the person responsible for the educational process at the department, information about the scientific circle of the department, information about routes, information about the need to equip themselves with health and safety; information about the place of classes; links to website / department pages, etc.

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