

Syalbus discipline "Surgery"

1. General information	
Name of faculty	Медичний факультет №2
Educational program (industry, specialty, level of higher education, form of learning)	22 Health care, 222 Medicine, the second (master's) level of higher education, full-time
Academic year	2021 -2022
Name of discipline, code (e-mail address on Danylo Halytsky LNMU website)	Pediatric infectious diseases, OK.38 Kaf_pedInfectious@meduniv.lviv.ua
Department (name, address, phone, e-mail)	Department of Pediatric Infectious Diseases, Address: 79010, Lviv, vul. Pekarska, 54 тел.: +38 (032) 2368481, e-mail: Kaf_pedInfectious@meduniv.lviv.ua
Head of department (contact e-mail)	Associate Professor Lytvyn Halyna Orestivna e-mail: golytvyn2012@gmail.com
Year of study (the year on which the study is implemented disciplines)	Sixth
Semester (semester in which the study of discipline is implemented)	XI – XII
Тип дисципліни/модулю (обов'язкова/ вибіркова)	Mandatory
Teachers (names, surnames, scientific degrees and titles of teachers who teach discipline, contact e-mail)	Halyna Lytvyn – Ph.D., Associate Professor, golytvyn2012@gmail.com Olga Gladchenko – MD, PhD, Assistant, hladchenko.olya@gmail.com Myroslava Voloshin – assistant, muroslava32@gmail.com Andriy Orfin – assistant, aorf87@gmail.com
Erasmus yes/no (availability of discipline for students in erasmus+)	No
Person in charge of the silbus (the person to whom comments should be made regarding the powerbus, contact e-mail)	Tatyana Pokrovska, MD, PhD, Associate Professor, Head Teacher of the Department t.pokrovska@gmail.com
Number of credits ECTS	2,0
Number of hours (lectures / practical classes / independent work of students)	Number of hours: general – 60 practical classes – 30 lectures – 0 independent work of students – 30
Language of study	Ukrainian, English
Information about consultations	During semesters according to the schedule, from 14.00 to 16.00
Address, phone number and regulations of the clinical base, bureau... (if necessary)	Lviv Regional Infectious Diseases Clinical Hospital I, 2 children's department, Pekarska str. 54 (24 hours); 33 outlet – Cyril and Methodius str. 22 (24 hours a day)

2. Short abstract to the course

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

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

The program of the discipline "Pediatric infectious diseases" was developed taking into account modern trends in the formation of new socio-economic relations in society, based on a systematic view of modern trends in medicine.

Academic discipline "Pediatric 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, propedeutics of pediatric diseases, infectious needlework and integrates with these disciplines;

b) lays the foundations for the formation of students' skills, which are determined by the ultimate goals of studying children's infectious diseases as an independent discipline and can be used by students in the study of pediatrics, infectious diseases and other clinical disciplines in the 5th and 6th year and in professional activities.

3. The purpose and objectives of the course

The purpose of teaching the discipline "Pediatric infectious diseases" is:

is the assimilation 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 the skills of clinical, laboratory and instrumental examination of the child in compliance with the principles of medical ethics and deontology, the acquisition by the student of professional skills in maintaining 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 conditions and emergency care in the most common emergency conditions in children on the basis of knowledge of age-related anatomical and physiological characteristics of the child's body;

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

Final final purpose of the course

The final purpose of the discipline "Pediatric Infectious Diseases" are based on the educational purpose defined in the educational and professional program (EPP). They are defined as follows:

1. Identify 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. To draw up a plan of examination and analyze the data of laboratory and instrumental examinations in the typical course of the most common infectious diseases, to demonstrate the possession of the principles of treatment, rehabilitation and prevention of the most common infectious diseases of childhood.

4. Make a diagnosis and provide emergency care for the most common infectious diseases of childhood.

5. Demonstrate possession of moral and deontological principles of a medical specialist and the principles of professional subordination in pediatrics.

Competences and learning outcomes

formation of which contributes to the study of the discipline "Propedeutics of Pediatrics". In accordance with the requirements of the Standard of Higher Education, discipline ensures that students acquire *competencies*:

- **cumulative:**

- the 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 for by certain lists of syndromes and symptoms of diseases, emergency conditions, physiological conditions and diseases requiring special tactics for patient management; laboratory and instrumental studies, medical manipulations; issues of labor, forensic and military expertise and/or implementation of innovations.

- **general:**

1. *Ability to abstract thinking, analysis and synthesis.*
2. *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 as 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. *Certainty and perseverance regarding the tasks and responsibilities taken.*
13. *Ability to act socially responsibly and consciously.*
15. *Ability to act on the basis of ethical considerations (motives). спеціальні (фахові)*

- **competences:**

The ability to solve typical and complex specialized tasks and solve practical problems in professional activities in the field of health care, or in the process of training, which involves research and / or implementation of innovations and is characterized by complexity and uncertainty of conditions and requirements.

1. Skills of patient questioning and clinical examination.
2. Ability to determine the required list of laboratory and instrumental studies and assess their results.
3. Ability to establish a preliminary and clinical diagnosis of the disease.
4. Ability to determine the necessary mode of work and rest in the treatment of diseases
5. 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 emergency conditions.
8. Ability to determine the tactics of emergency medical care.
9. Skills in emergency medical care
11. Skills of performing medical manipulations.
13. Ability to carry out sanitary,hygienic and preventive measures.
- 14.Ability to plan and carry out preventive and anti-epidemic measures for infectious diseases.
17. Ability to maintain medical records.
18. Ability to conduct epidemiological and medical and statistical studies of public health; processing of state, social, economic and medical information;
20. Ability to analyze the activities of a doctor, unit, health care institution, carry out measures to ensure the quality of medical care and increase the efficiency of the use of medical resources.

4. Prerequisites course

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

The study of the discipline "Pediatric Infectious Diseases" is provided at the 5th year of the 9th and 10th semesta, when the student acquired the appropriate knowledge of the main basic disciplines with which the program of the discipline is integrated.

№	Discipline	Must know	Must be able to
1.	Microbiology	Characteristics of pathogens, morphological, pathogenic, antigenic properties of viruses and bacteria, methods of laboratory diagnostics, bacteriological, virological and serological studies	Sampling material for bacteriological, virological and serological studies. Interpretation of the results of specific diagnostic methods
2.	Biological chemistry	The metabolism of proteins is normal and in pathological conditions. Bilirubin exchange. Hepatic enzymes. Lipid metabolism (cholesterol, lipoprotein, β -lipoproteids). Content in the urine of bile pigments and urobilin.	Rate results biochemical changes
3.	Anatomy	Anatomy of lymph nodes, organs of the orpharmaceutical, respiratory, cardiovascular, digestive, nervous systems, kidneys; features in young children.	Objectively examine these systems
4.	Pathological anatomy	Pathomorphology of changes in internal organs in infectious diseases	Evaluate the results of pathomorphological changes
5.	Physiology	Parameters of the physiological norm of human organs and systems; indicators of laboratory examination are normal (blood, urine, blood biochemistry, ASB parameters, electrolyte, etc.).	Evaluate laboratory test data.
6.	Pathological physiology	Pathophysiology of inflammation and allergies in infectious diseases	Determination of pathophysiological changes
7.	Propedevtics of childhood diseases	Concepts about children's health, criteria for its assessment and health groups. Features and methods of medical history in children.	Conduct an objective examination of the baby's grip, give an assessment of the condition
8.	Virology	Modern approaches to the diagnosis of viral infections. Serological diagnostic methods, hybridization methods and PCR diagnostics of infectious diseases Evaluate the results of laboratory examination	Evaluate the results of laboratory examination
9.	Epidemiology	Ways and methods of infection with infectious diseases, preventive nonspecific and specific epidemiological measures, types of vaccines for prevention	Collection of epidanamnesis in the patient, determination of the incubation period, carrying out preventive measures
10.	Infectious diseases	Clinic, course, diagnosis, prevention of infectious diseases in adults	Comparative characteristics of diseases in adults and children
11.	Pharmacology	Antiviral drugs. Solutions for infusion therapy. Medicines for pathogenetic and symptomatic	Be able to prescribe medicines, calculate the dose for children

		treatment in infectious diseases	
12.	Surgery	Symptoms and syndromes in surgical pathology for the purpose of differential diagnosis	Conduct differential diagnostics
13.	Immunology and Allergology	The role of the immunity system and nonspecific protection factors in the infectious process, the impact on the timing of the exertion of the pathogen	Be able to evaluate immunological indicators
14.	Otolaryngology	Clinical signs of damage to the naso-, oral pharynx, pharyngitis, laryngitis mucosa	Examination of the nose, tonsils, regional lymph nodes
15.	Radiology and Radiology (ultrasound)	X-ray signs of pneumonia, segmental edema of the lungs, bronchitis, foreign body. Ultrasound of changes in internal organs.	Differentiate them among themselves.

Korequizits:

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 data on patient complaints, medical history, history of life, 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 a leading clinical symptom or syndrome. Establish the most likely or syndrome diagnosis of the disease. Prescribe laboratory and/or instrumental examination of the patient. Carry out differential diagnosis of diseases. Establish a preliminary and clinical diagnosis.
5. Determine the necessary therapeutic nutrition in the treatment of the disease.
6. Determine the principles and nature of treatment of infectious diseases (within the framework of the curriculum).
7. Determine the tactics of providing emergency medical care on the basis of diagnosis, emergency.8. Надавати екстрену медичну допомогу на підставі діагнозу невідкладного стану
8. Perform medical manipulations.
9. Plan activities to prevent the spread of infectious diseases. Carry out detection and early diagnosis of infectious diseases; primary anti-epidemic measures in the center of infectious disease. Identify risk groups, risk areas, risk time, risk factors and carry out epidemiological analysis of infectious disease of the population.
10. Prepare an annual report on personal production activities; to keep medical documentation on the patient and the population contingent.
11. To investigate the scope and effectiveness of the activities of the doctor, unit, health care institution; identify defects in activities and the reasons for their formation. Carry out the selection and use unified clinical protocols for the provision of medical care, developed on the basis of evidence-based medicine; develop and use local protocols for the provision of medical care. Carry out quality control of medical care; determine the factors that impede the improvement of the quality and safety of medical care. To estimate the cost of medical services; justify 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.

12. Organize the work of medical personnel; to form rational medical routes of patients; organize interactions with colleagues, organizations and institutions; to apply tools for promoting medical services.
13. To form goals and determine the structure of personal activity.
14. Follow a healthy lifestyle, use the techniques of self-regulation and self-control
15. To realize and be guided in their activities by civil rights, freedoms and responsibilities, to raise the general educational cultural level.
16. Comply with the requirements of ethics, bioethics and deontology in their professional activities.
17. To organize the necessary level of individual safety (own and persons of which cares) in case of typical dangerous situations in the individual field of activity.

Learning result code	Contents of the learning result	Matrix Code Reference competencies
<i>Kn-1,</i>	Collect data on patient complaints, medical history, history of life, 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> <i>Sk-1.5</i> <i>Sk-1.6</i> <i>Sk-1.7</i> <i>Sk-1.8</i>	<p>Collect data on the patient's complaints, medical history, history of life, under the conditions of a health care institution or at the place of stay of the sick child, using the results of an interview with the child, his parents or legal representatives according to the standard survey scheme.</p> <p>Under any circumstances (in a health care facility or at the place of stay of a sick child), using knowledge about the child's body, organs and systems, according to certain algorithms:</p> <ul style="list-style-type: none"> • collect information about the general condition of the child (consciousness, constitution) and appearance (examination of the skin, subcutaneous fat layer, palpation of the lymph nodes, thyroid and mammary glands); • evaluate the psychomotor and physical development of the child; • to examine the state of the cardiovascular system (examination and palpation of the heart and superficial vessels, determination of percutorial boundaries of the heart and blood vessels, auscultation of the heart and blood vessels); • to examine the state of the respiratory system (examination of the chest and upper respiratory tract, palpation of the chest, percussion and auscultation of the lungs); • to 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, digital examination of the rectum); • to examine the condition of the musculoskeletal system (examination and palpation); • to examine the state of the nervous system; • to examine the state of the genitourinary system. 	PR-1
<i>C-1</i>	Effectively formulate a communication strategy when communicating with the patient. Enter information about the child's health in the relevant medical documentation	PR-1
<i>AR-1</i>	Be responsible for the qualitative collection of information received on the basis of an interview, examination survey, palpation, percussion of organs and systems, and for timely assessment of the condition: 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, his organs and systems, standard methods of laboratory and instrumental research (on the list 4).	PR-1,2
<i>Sk-2</i> <i>Sk-2.1</i> <i>Sk-2.2</i>	Be able to analyze the results of laboratory and instrumental studies and on their basis to evaluate information on the diagnosis of the patient (on the list 4) <ul style="list-style-type: none"> • Be able to identify and fix the leading clinical symptom or syndrome (on list 1) by making an informed decision using preliminary data of the patient's history, data from the physical examination of the patient, knowledge about the person, his organs and systems, following the relevant ethical and legal standards. • Be able to establish the most likely or syndrome diagnosis of the disease (on list 2) by making an informed decision, by matching with standards, using preliminary data of the patient's history and patient review data, based on a leading clinical symptom or syndrome, using knowledge about the person, his organs and systems, following the relevant ethical and legal standards, 	PR-1- 3
<i>C-2</i>	To form and inform the patient and/or his parents (guardians), specialists conclusions about the necessary list of laboratory and instrumental studies (on the list 4).	PR-2
<i>AR-2</i>	Be responsible for deciding on the evaluation of laboratory and instrumental research results	PR-2
<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, his organs and systems; knowledge of standard examination methods; algorithms for diagnosing diseases; algorithms for allocating leading symptoms or syndromes (on list 1); previous and clinical diagnoses (on the list 2); knowledge of methods of laboratory and instrumental examination (on the list 3); knowledge of assessing the human condition.	PR-1- 3
<i>Sk-3</i>	Be able to establish the most likely or syndrome diagnosis of the disease (on list 2) by making an informed decision, by affinity with standards, using preliminary data of the patient's history and patient review data, based on a leading clinical symptom or syndrome, using knowledge about the person, his organs and systems, following the relevant ethical and legal standards	PR-1- 3
<i>C-3</i>	On the basis of normative documents to keep medical documentation on the patient (card of outpatient / inpatient patient, etc.)	PR-1- 3
<i>AR-3</i>	Following ethical and legal standards, 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 about algorithms and standard schemes for the purpose of nutrition - in the treatment of diseases (according to the list 2)	PR-5
<i>Sk-5</i>	Be able to determine the nature of nutrition on the basis of a preliminary and clinical diagnosis, the nature of nutrition in the treatment of diseases (on the list 2)	PR-5
<i>C-5</i>	To form and inform the patient and/or his parents (guardians), specialists conclusions about nutrition - in the treatment of diseases (according to the list 2)	PR-5
<i>AR-5</i>	Be responsible for the justification and determination of nutrition - in the treatment of the disease (on the list 2)	PR-6

<i>Kn-6</i>	Have specialized knowledge of algorithms and standard disease treatment regimen (on 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 (on the list 2) Be able to determine the nature of treatment of the disease (on the list of 2), in the conditions of the healthcare institution, at the patient's home and at the stages of medical evacuation, including in the field on the basis of a preliminary clinical diagnosis, using knowledge about a person, his organs and systems, observing the relevant ethical and legal standards, by making an informed decision according to existing algorithms and standard schemes.	PR-3, 6
<i>C-6</i>	To form and communicate to the patient and/or his parents (guardians), specialists their own conclusions on the principles and nature of treatment (on the list 2)	PR-3, 6
<i>AR-6</i>	Be responsible for deciding on the principles and nature of treatment of the disease (on the list 2)	PR-3, 6
<i>Kn-7</i>	Have specialized knowledge about methods of human examination (at home, on the street, in a health care institution) in conditions of lack of information.	PR-3, 7
<i>Sk-7</i>	Be able, in conditions of lack of information, using standard methods, by making a reasoned decision to assess the condition of the child and determine the main clinical syndrome (or what is due to the severity of the condition of the victim/ victim) (on the list 3).	PR-3, 7
<i>C-7</i>	In all circumstances, observing the relevant ethical and legal standards, make an informed decision to assess the severity of the condition of the person, diagnosis and organization of the necessary medical measures depending on the condition of the child; fill in the relevant medical documents.	PR-3,7
<i>AR-7</i>	Be responsible for the timeliness and effectiveness of medical measures for the diagnosis of emergency conditions.	PR-3,7
<i>Kn-8</i>	To know the legislative framework for the provision of emergency medical care, in particular, the Law of Ukraine "On Emergency Medical Care". Have specialized knowledge about human emergency conditions; principles of emergency medical care.	PR-8
<i>Sk-8</i>	Be able to provide emergency medical care in case of emergency (on the list 3); principles and tactics of emergency medical care; carry out organizational and diagnostic measures aimed at saving and saving a person's life.	PR-8
<i>C-8</i>	Explain the need and procedure for carrying out medical measures of emergency medical care.	PR-8
<i>AR-8</i>	To be responsible for the rule-of-law of acknowledgment of the inherent state, the degree of its severity and the tactics of providing 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 emergency medical care (on the list 3).	PR-8,9
<i>Sk-9</i>	Be able to provide emergency medical care in case of emergency (on the list 3).	PR-8,9
<i>C-9</i>	Explain the need and procedure for carrying out medical measures of 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 about algorithms for performing medical manipulations (on the list5).	PR- 6 - 9

<i>Sk-11</i>	Be able to perform medical manipulations (on the list 5).	PR- 6 - 9
<i>C-11</i>	It is justified to form and bring to the patient, and/or his parents (guardians), specialists conclusions about the need for medical manipulations (on the list 5)	PR- 6 - 9
<i>AR-11</i>	Be responsible for the quality of medical manipulations (on the list 5).	PR-6 - 9
<i>Kn-14</i>	To know the principles and systems of planning and carrying out preventive and anti-epidemic measures on infectious diseases in typical conditions and in conditions of epidemic disadvantage on the basis of the results of the analysis, data of the examination of the center of infectious diseases.	PR-13
<i>Kn-14.1</i>	Know the methods of detection and early diagnosis of infectious diseases, the organization of primary anti-epidemic measures in the center of infectious diseases.	
<i>Kn-14.2</i>	Know preventive and anti-epidemic methods of organizing measures to prevent the spread of infectious diseases.	
<i>Sk-14</i>	Be able, on the basis of epidemiological analysis, using preventive and anti-epidemic methods, to plan measures to prevent the spread of infectious diseases (on the list 2) Be able to carry out in the conditions of a health care institution, its subdivision:	PR-13
<i>Sk-14.1</i>	<ul style="list-style-type: none"> • detection and early diagnosis of infectious diseases (on the list 2); 	
<i>Sk-14.2</i>	<ul style="list-style-type: none"> • primary anti-epidemic measures in the center of infectious disease. <p>Be able to organize preventive and anti-epidemic measures for infectious diseases in a health care institution, among the assigned population and in centers of infectious diseases on the basis of epidemiological analysis by risk groups, risk territory, time and risk factors.</p>	
<i>C-14</i>	Inform the population, heads of relevant institutions and enterprises about timely implementation of preventive and anti-epidemic measures, vaccinations, etc.	PR-13
<i>AR-14</i>	Be responsible for qualitative analysis of indicators of infectious disease of the population, timely implementation of appropriate preventive and anti-epidemic measures.	PR-13
<i>Kn-17</i>	To know the system of official document flow in the work of a doctor, including modern computer information technologies	PR-16, 19
<i>Sk-17</i>	Be able to determine the source and location of the necessary information depending on its type;	PR-16, 19
<i>Sk-17. 1</i>	Be able to process information and analyze the information received	
<i>Sk-17.2</i>	Be able to prepare an annual report on personal production activities using official accounting documents in a generalized form;	
<i>Sk-17.3</i>	Be able to keep medical documentation on the patient and the population contingent (outpatient/inpatient patient card, medical history, sanatorium-and-spa card, disability sheet, etc.), using standard technology, on the basis of regulatory documents.	
<i>C-17</i>	Receive the necessary information from a certain source and form appropriate conclusions on the basis of its analysis	PR-16, 19
<i>AR-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>	Know the main indicators that characterize the activities of healthcare institutions / departments; medical and organizational factors affecting the activities of the doctor of the unit, health care institution; quality characteristics of medical care; components of improving the quality of medical care; basic requirements for standardization of	PR-16, 19-25

<i>Kn-20.1</i>	medical care. To know the effectiveness of various forms of organization of medical care;	
<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 activities of the doctor, unit, health care institution and evaluate them in dynamics. Be able to detect defects in activities and the reasons for their formation. Be able to: <ul style="list-style-type: none"> • choose the appropriate unified clinical protocol for the provision of medical care, • to develop a general scheme of the local protocol for the provision of medical care; • calculate the indicators of the structure, process and results of activities; 	PR-16, 19-25
<i>C-20</i>	Receive information from the relevant sources regarding the activities of the doctor, unit, health care institution, inform the relevant officials to ensure the conditions for the provision of high-quality and safe medical care. Formulate conclusions on the substantiation 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; increasing 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)	Очний	
Type of classts	Number of hours	Number of groups
Lecture	0	
Practical	30	
Seminars	-	
Independent	30	

7. Course topics and content

Code of classes	Topic	Content of classes	Code of classes result	Doctor
PS-1 (<i>practical session 1</i>)	Differential diagnosis of respiratory diseases of viral and bacterial etiology in children (influenza; parainfic; adenovirus, respiratory-syncytial (RS), rhinovirus infections; COVID-19, pertussis; diphtheria; infectious mononucleosis, etc.).	Determination of the place of diphtheria, infectious mononucleosis, pertussis in the structure of infectious disease in children. Leading clinical symptoms of respiratory diseases of viral and bacterial etiology Leading clinical symptoms of emergency conditions (hyperthermic syndrome and acute angina laryngotracheitis	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	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.

		syndrome, diphtheria diphtheria, etc.). Tactics for keeping patients. Emergency care. Prevention, Differential diagnosis of influenza, parainfluenza, adenovirus-lymphocytic, respiratory-syncytial (RS), rhinovirus, COVID – 19, kashdyuk. diphtheria, infectious mononucleosis).	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	
PS-2 (practical session 2)	Differential diagnosis of infections with exantema syndrome.	Etiological, epidemiological, pathogenetic features, leading clinical symptoms, variants of the course and complications of infections with exantema syndrome (measles, rubella, chickenpox, scarlet, pseudo-tuberculosis). Differential diagnosis of exantema syndrome in various infectious and non-communicable diseases. Acute abdominal syndrome in patients with measles. Severe atypical forms of chickenpox, bacterial skin lesions. Tactics of keeping patients, organization of anti-epidemic measures in the outbreak of infection in diseases with exantema syndrome. Immunoprophylaxis.	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	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
PS-3 (practical session 3)	Differential diagnosis of neuroinfections in children	Etiological, epidemiological, pathogenetic features, leading clinical symptoms and options for meningococcal infection. Differential diagnosis of meningococemia with diseases accompanied by hemorrhagic rash (hemorrhagic vasculitis,	Kn-1, Sk-1.1, Sk-1.2, Sk-1.4, 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	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.

		<p>thrombocytopenic purpura, etc.). Serous meningitis in children. Differential diagnosis of serous and purulent meningitis (primary, secondary, viral, bacterial) between themselves and with other conditions. Meningeal syndrome in the clinic of infectious diseases. Questions of clinical and laboratory diagnostics of neuroinfections. Lymphovirological diagnostics. Encephalitis in children, classification, clinical features, diagnosis, treatment. Enterovirus and mumps infections, polio: clinical forms, diagnosis, complications and residual phenomena, treatment, prevention. Emergency conditions in neuroinfections: infectious and toxic shock and disseminated intravascular coagulation syndrome in meningococcal infection, brain edema, cerebral coma, convulsive syndrome, tactics of patient management and emergency care in these conditions.</p>	<p><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>P-4 (<i>practical classes 4</i>)</p>	<p>Differential diagnosis of acute intestinal infections in children.</p>	<p>Etiological, epidemiological, pathogenetic features, leading clinical symptoms and acute intestinal infections syndromes: local (gastritis, enteritis, colitis, etc.) and general. Clinical variants of shigelosis, salmonellosis,</p>	<p><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></p>	<p>Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.</p>

		<p>escherichiosis, intestinal yersiniosis, viral diarrhea in children of all ages. Differential diagnosis of acute intestinal infections between themselves and diseases of the gastrointestinal tract of non-infectious etiology, surgical pathology. Tactics of management of children with acute intestinal infections (examination, indications for hospitalization, treatment). Anti-epidemic measures in the center of infection. Emergencies in GCI in children (toxicosis, exsiccosis, neurotoxicosis, ITS). Diagnosis and treatment. Data from laboratory and instrumental research.</p>	<p><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>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 and emergency in viral hepatitis (VH) in children. HIV infection in children.</p>	<p>Etiological, epidemiological, pathogenetic features, leading clinical symptoms, laboratory test data depending on the causative agent of PG. Differential diagnosis of typical and atypical forms of GH in children. Tactics of keeping a patient with viral hepatitis. Diagnostic markers of hepatitis. Anti-epidemic measures in the outbreak of infection. Acute liver failure with VH in children, clinical symptoms, assessment of severity and prognosis of VH, taking into account the indicators of laboratory tests. Tactics of keeping a patient with VH with acute liver failure syndrome. Emergency services.</p>	<p><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-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>Kn-11,</i> <i>Sk-11. 1</i> <i>Kn-14, Sk-14</i></p>	<p>Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.</p>

		Emergency immunoprophylaxis VH before planned surgery. Differential diagnosis of VH with other parenchymatous jaundice (drug, toxic and autoimmune hepatitis, Gillber's disease, tropical malaria, sepsis, yersiniasis, infectious mononucleosis, etc.). Differential diagnosis with over-the-top and subheap jaundices.		
SS-1 (self-study 1)	Immunoprophylaxis of infectious diseases.	The basic principles of immunoprophylaxis of children in Ukraine. Study of the national vaccination calendar (by age, health, vaccinations, which are carried out according to epidemiological indications, recommended vaccinations); Characteristics of vaccine preparations, contraindications to vaccinations, normal course of the postvaccinal period and possible pathological reactions, their prevention and treatment; postvaccinal reactions and complications.	<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>	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
SS-2 (self-study 2)	Helminthiasis in children. Diagnosis. Treatment.	Etiology, epidemiology, clinic, diagnosis and differential 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>	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
SS-3 (self-study 3)	Typhoid fever in children	Etiology, epidemiology, clinic, diagnosis and differential diagnosis, treatment.	<i>Kn-1, Sk-1, Sk-2, C-2, AR-2, Kn-3, Sk-3,</i>	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko.

			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.	Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
SS-4 (<i>self-study 4</i>)	Rabies. Clinical signs. Treatment	Etiology, epidemiology, clinic, diagnosis and differential diagnosis, treatment. Emergency prevention of rabies.	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.	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
SS-5 (<i>self-study 5</i>)	Tetanus. Clinic. Diagnostics. Treatment	Etiology, epidemiology, clinic, diagnosis and differential diagnosis, treatment.	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.	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
SS-6 (<i>self-study 6</i>)	Lyme disease. Diagnostics. Treatment. Lyme arthritis.	Etiology, epidemiology, clinic, diagnosis and differential diagnosis, treatment.	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.	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
SS-7 (<i>self-study 7</i>)	Acute intestinal infection caused by <i>Clostridium difficile</i>	Etiology, epidemiology, clinic, diagnosis and differential diagnosis, treatment.	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,	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.

			<i>Sk-8, C-8, Kn-9, Sk-9, C-9, AR-9, Kn-14, Sk-14.</i>	
<i>SS-8 (self-study 8)</i>	Pseudomembranous colitis in children	Etiology, epidemiology, clinic, diagnosis and differential 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>	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.
<i>SS-9 (self-study 9)</i>	Felinosi (bortennellosis)	Etiology, epidemiology, clinic, diagnosis and differential 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>	Associate professor. Halyna Lytvyn. Assistant . Olga Gladchenko. Assistant . Myroslava Voloshin. Assistant . Andriy Orfin.

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

The system of organization of classes

– 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 (demonstration and demonstration of slides, videos; photocatalogs, tables, drawings, study of literary and other sources of educational information; use of visual means of learning); methods of transmitting educational information through practical, labor actions and tactile perception of it (training tasks and creative exercises, review of thematic patients, mastering practical skills).

– according to the logic of the educational process: analytical (determination of the general condition of the patient and the main signs of the disease), synthetic (finding out the relationship of the main signs of diseases, determining the optimal measures for diagnosis, treatment and prevention), their combination – analytical and synthetic, as well as an inductive method, deductive, their combination – a traductive method;

– in terms of independent mental activity: problematic, partially searchable, research.

Using interactive methods

– method of clinical cases,

– problem-oriented method,

– method of individual educational research and practical tasks,

– method of competitive groups,

– method of training technologies,

– the method of "business game",

– brainstorming method,
– method of holding conferences using interactive, interdisciplinary and information-computer technologies
Organization of educational process using distance learning technologies
– Created on the Misa platform, an electronic knowledge base on discipline (web resource misa.meduniv.lviv.ua).
– Remote technologies are used in conducting training sessions: practical classes, preparation and presentation of independent work; in the performance of research, search, project activities; consultations; practical training; control measures and other forms of organization of the educational process defined by the programs of the discipline.
– Assessment of learning outcomes (test control) is carried out remotely on the platform of Misa University using the capabilities of information and communication (digital) technologies, as well as video conference communication. Evaluation of test results is carried out automatically.

8. Verification of training results

Current control

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

Код результату навчання	Код виду занять	Спосіб верифікації результатів навчання	Критерії зарахування
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Control methods

Current educational activities

<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>P-1, P-2, P-3, P-4, P-5</i></p>	<p>The current control of the results of educational activities of students of disciplines is carried out in order to check the knowledge, skills of students during classroom (practical, laboratory, seminar) classes, as well as to check the results of the tasks of independent work.</p> <p>The task of the current control is to check the level of preparedness of the student to perform a specific work: the assimilation of the relevant educational material, the acquisition of knowledge and the development of skills to solve specific issues and situations, the ability to independently process texts, the ability to comprehend the essence of the content of the material of the lesson, the development of the ability to perform the necessary practical skills and manipulations, publicly or in writing to substantiate their own point of view, the ability to work in a team, the ability to be responsible for the recommendations and decisions provided, etc.</p> <p>Current control is carried out on the basis of a comprehensive assessment of the student's activities and his acquired competencies (knowledge, skills, etc.), which</p>	<p>The set of knowledge, skills, skills, other competencies acquired by the applicant in the process of studying on each topic of the discipline is approximately evaluated according to the following criteria: – 5 / "excellent" – the student perfectly mastered the theoretical material of the topic of the lesson, demonstrates deep and comprehensive knowledge of the relevant topic, the main provisions of scientific sources and recommended literature, thinks logically and builds an answer, freely uses the acquired theoretical knowledge in the analysis of practical material, expresses his</p>
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<p>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-7, Sk-7</p>	<p>ISW-1, ISW-2,</p>	<p>includes control of the input level of knowledge, quality of practical work, level of theoretical training and results of initial control of the level of knowledge. Forms of current control are determined by the department and displayed in the curriculum of the relevant discipline.</p> <p><i>Evaluation of current academic activity is carried out at each practical session in accordance with the specific goals of the topic on a 4-point scale using the approved evaluation criteria for the relevant discipline and is entered in the journal of accounting for academic performance. At the same time, all types of work and the list of competencies provided by the program of academic discipline and methodological development for studying the topic are taken into account. The student should receive an assessment on each topic</i></p> <p>. In all practical classes, objective control of theoretical training and assimilation of practical skills (standardized according to the method of execution) is used.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student answers 10-15 tests (tests on the topic of the lesson, format A) <input type="checkbox"/> Answers standardized questions, the knowledge of which is necessary to understand the current topic. <input type="checkbox"/> Demonstrates the knowledge and skills of practical skills in accordance with the topic of practical training at the patient's bedside <input type="checkbox"/> Solves a situational problem on the topic of the lesson. <input type="checkbox"/> At the final stage of the lesson to assess the student's assimilation of the topic, he is invited to answer situational problems. The teacher summarizes the lesson, gives students tasks for independent work, points to the nodal issues of the following topic and offers a list of recommended literature for self-study. The independent work of students, which is envisaged in the topic along with the classroom, is evaluated during the current control of the topic in the relevant classroom. <p>The duration of one practical session of the topic and taking into account the standards of the weekly classroom load is 6.0 academic hours.</p> <p>When evaluating students' knowledge, preference is given to standardized control methods: testing (oral, written), structured written works, work with standard medical</p>	<p>attitude to certain problems, demonstrates a high level of learning practical skills;</p> <p>– 4 / "good" – the student has well mastered the theoretical material of the lesson, has the main aspects of primary sources and recommended literature, reasonably teaches it; has practical skills, expresses his thoughts about certain problems, but certain inaccuracies and mistakes are assumed in the logic of teaching theoretical content or in the performance of practical skills;</p> <p>– 3 / "satisfactory" – the student mainly mastered the theoretical knowledge of the educational topic, navigates in the primary sources and recommended literature, but answers unconvincingly, confuses concepts, additional questions cause the student insecurity or lack of stable knowledge; answering practical questions, detects inaccuracies in 7 knowledge, does not know how to evaluate facts and phenomena, associate them with future activities, makes mistakes in the performance of practical skills;</p> <p>– 2 / "unsatisfactory" – the student has not mastered the educational material of the topic, does not know the scientific facts, definitions, almost does</p>
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	ISW-3, ISW-4, ISW-5, ISW-6, ISW-7, ISW-8, ISW-9	documentation, standardized according to the method of performing control of practical skills. The independent work of students, which is envisaged in the topic along with the classroom, is evaluated during the current control of the topic in the relevant classroom.	not focus in the primary sources and recommended literature, there is no scientific thinking, practical skills are not formed. The results of the current control (current success) are an indicator of the level of students' assimilation of the curriculum and the fulfillment of the requirements of students' independent work. The results of the current control are the main 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 compliance of his competencies with the requirements of higher education standards. Semester test in disciplines is carried out after its completion, before the beginning of the examination session.	
Scale Evaluation	Traditional 4-point scale, multi-point (200-point) scale, ECTS rating scale	
Conditions of admission to final control	Semester final control (semester test) allowed students who have completed all types of work, tasks provided for by the curriculum for a semester in academic discipline, visited all practical training sessions provided for by the program of the course and scored for the current success the number of points not less than the minimum. For students who missed classrooms, it is allowed, with the permission of the dean, to work out academic debt to a certain specified period within the semester.	
Summary view Control	Methodology of final control	Crediting acceptance
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. Minimum points-120

For disciplines, the form of final control of which is the scoring:

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

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

The calculation of the number of points is carried out on the basis of the grades received by the student on a 4-point (national) scale during the study of the discipline, by calculating the average arithmetic (CA), 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, a recalculation table on a 200-point scale is given:

Discipline points are independently converted both to the ECTS scale and to the 4-point (national) scale. ECTS scores on a 4-point scale are not converted and vice versa.

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

Score ECTS	Statistical indicator
A	The best 10% of students
B	The next 25% of students
C	The next 30% of students
D	The next 25% of students
E	The last 10% of students

Ranking with the assignment of grades "A", "B", "C", "D", "E" is carried out for students of this course who 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 in discipline	4-point score
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 a student must score	2

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

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

Criteria for assessing an objective structured practical (clinical) exam / Complex of practically-oriented exams

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

The result in each discipline is determined: in points of 200-point scale; in the estimates of the traditional 4-point scale (5 – "excellent", 4 – "good", 3 – "satisfactory", 2 – "unsatisfactory") and on the scale of the European credit transmission system ECTS. The initial points added to the checklists are determined on the scale: completed, not fully completed, not completed. The total amount of primary points at the station (S) is between 0 and 1 and is rounded to 2 (two) decimal places.

The resulting score in the discipline during the OSCE is defined as the average arithmetic score of OSCE stations in the relevant discipline, multiplied by the coefficient 200, rounded to the integer value. This resulting score is a student's score on a 200-point scale. Formula for recalculation of the resulting score (RS):

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

where: C1-Cn – the total amount of points for each station of the discipline, n – the number of

stations in the discipline.

Criteria for establishing an assessment on a traditional 4-point scale

Assessment for the discipline on a 200-point scale (when using the conversion coefficient "200")	Assessment of 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, "satisfactory"
119 points or less	2, "unsatisfactory"

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

Контрольний лист, згідно якого оцінюється студент представлений у таблиці

№ з/Р	Task Stages	Score scale			Score in points
		Done	Done partially	Not done	
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 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 examinations to confirm the diagnosis					
5	Appointed laboratory investigation for etiological confirmation of diagnosis	0,1	0,05	0	
6	Appointed additional examination methods	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 (one-time, daily), ways of administration, multiplicity and duration of therapy	0,1	0,05	0	
10	Determined the tactics of emergency medical care	0,1	0,05	0	
Total points (C)					

9. Course Policy

Academic integrity policies, specific policies of the program that are important for the course are indicated.

Ensuring academic integrity is an integral part of the internal regulatory framework of the system for ensuring the quality of higher education and the quality of educational, scientific and innovative activities to improve the level of education, scientific research, compliance with the requirements of scientific ethics and prevent academic plagiarism.

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

the study of the discipline "Pediatric infectious diseases" and is based on the principles of academic integrity. Students are explained the value of acquiring new knowledge, academic norms that must be observed, why they are important, what is academic integrity, what are its values and functions, how students can join its development by their actions; explains the essence, features and causes of the inadmissibility of academic plagiarism, encourage students of higher education to independently perform educational tasks, correctly call to sources of information in case of borrowing ideas, statements, information.

The policy of academic discipline is:

in mandatory 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 academic discipline;
- reference to sources of information in case of using ideas, developments, statements, information;
- compliance with copyright and anti-copyright laws;
- providing reliable information on the results of their own educational (scientific) activities, methods of research and sources of information.

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

- actions in professional and educational situations from the standpoint of academic integrity and professional ethics and deontology;
- compliance with the 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 significance of examples of human behavior in accordance with the norms of academic integrity and medical ethics.

- *attending classes by higher education applicants:*

- presence in all classes is mandatory for the purpose of current and final assessment of knowledge (except for a valid reason).

- *repassing topics and working off missed classes by higher education students:*

- repassing of missed classes is according to the schedule of repassing
- repassing 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"
- repassing the topics during the current training and final control in order to increase the assessment is not allowed.

10. Referenc

Required Оля Гладченко

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. Theses lectures.
2. Methodical development of lectures.
3. Presentations of lectures.
4. Video films 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 for checking the assimilation of topics.
5. Variants of tasks (theoretical and practical) for final control.
6. Instructions for working with phantoms and mules for the development of practical skills.

Logistical support

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

Web Resources of the course

1. *Methodical recommendations.*
2. *Documents planning the educational process at the department (programs of disciplines, calendar and thematic plans, schedules, etc.)*
3. *Video and audio recordings of lectures;*
4. *Multimedia lecture materials*
5. *Test task packages for control measures, tests with automated verification of results.*

12. Additional information

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

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