

**Ministry of Health of Ukraine  
Danylo Halytsky Lviv National Medical University  
Pediatrics Infectious Diseases Department**

**APPROVED**

First Vice-Rector for Scientific and Pedagogical Affairs

Danylo Halytsky Lviv National Medical University

Prof. M.R. Gzhehotskyy \_\_\_\_\_  
“ ” \_\_\_\_\_ 2020 p

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**SYLLABUS OF THE ACADEMIC DISCIPLINE  
« PEDIATRIC INFECTIOUS DISEASES »  
FOR STUDENTS 5 COURSE**

**training of the students of the second (Master Dergree) level  
of higher education speciality 22 “ Health Care “  
speciality 222 “General Medicine ”  
228 “Pediatry ”**

**Materials discussed and approved  
at the methodological meeting of the  
Pediatric  
Infectious Diseases Department  
Protocol № from “ ” 2020  
Head of the Department  
Assoc. Prof. Lytvyn H.O.**

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**APPROVED  
At the meeting of the specialized  
methodical committee on pediatric  
disciplines Protocol No. \_\_\_ of  
“ ” 2020  
Head of the specialized  
methodical commission  
Prof. L.V. Besh**

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**Lviv 2020 - 2021**

### Changes and additions to the curriculum for the 2020-2021 academic year

<b>№ 3/II</b>	<b>Contents of changes</b>	<b>Date and protocol № of the department meeting</b>	<b>Notes</b>
1.	Made changes to the "General Information" of Art. 3	from 28.08.20 Protocol № 218	
2.	Made changes to the thematic plan of classes (added to SARS - COVID-19) Art. 15, 18		

Head of Pediatric Infectious Diseases Department  
assoc. prof. Lytvyn H.O.

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<b>1. General information</b>	
<b>Name of the faculty</b>	Medical Faculty №2
<b>Educational program</b> (industry, specialty, level of higher education, form teaching)	22 Healthcare, 222 Medicine, second (master's) level of higher education, full-time
Academic year	2020-2021
<b>Name of the discipline, code</b> ( <i>e-mail address on the website of Danylo Halytskyi LNMU</i> )	Children's infectious diseases, OK.38 Kaf_pedInfectious@meduniv.lviv.ua
Department ( <i>name, address, telephone, e-mail</i> )	Department of Pediatric Infectious Diseases, Address: 79010, Ukraine, Lviv, street Pekarska, 54 tel.: +38 (032) 2368481, e-mail: Kaf_pedInfectious@meduniv.lviv.ua
Head of the department ( <i>contact e-mail</i> )	Associate Professor Lytvyn Halyna Orestivna e-mail: golytvyn2012@gmail.com
Year of study ( <i>the year in which the learning of disciplines is being implemented</i> )	Fifth
Semester ( <i>semester in which the learning of disciplines is being implemented</i> )	IX - X
Type of discipline / module ( <i>mandatory / optional</i> )	Oh obligatory
Teachers ( <i>names, surnames, degrees and titles of teachers who teach discipline, contact e-mail</i> )	Halyna Lytvyn – PhD, Associate professor, golytvyn2012@gmail.com Tetyana Pokrovska - PhD, Associate Professor, t.pokrovska@gmail.com Svitlana Lyshenyuk - PhD, Associate Professor, svitlana0210@ukr.net Lyudmila Zubko - assistant zubkoludmyla @ gmail.com Olena Khomyn - assistant, khomyn.olena@gmail .com Olga Gladchenko - Candidate of Medical Sciences, assistant, hladchenko.olya@gmail.com Olexandra Nykypchuk - assistant, nikialex087@gmail.com Maria Stasiv - assistant, mariatanchuk@gmail.com Miroslava Voloshin - assistant, muroslava32@gmail.com Andriy Orfin - assistant, aorf87 @ gmail.com Hrystyna Klymenko - assistant, kristinkalnmu@gmail.com
Erasmus yes / no ( <i>discipline availability for students under the Erasmus + program</i> )	No
Person responsible for the syllabus ( <i>person to be commented on the syllabus, contact email</i> )	Pokrovska Tetyana Valeriyivna, PhD Associate Professor of the Department t.pokrovska@gmail.com
Number of ECTS credits	1, 5

## 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 (OK29 "Pediatrics with Pediatric Infectious Diseases"), studied by students majoring in 222 "Medicine", 228 "Pediatrics" during the 5th year of study.

The curriculum of the discipline "Pediatric 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 "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, propaedeutics of pediatrics, infectious diseases and integrates with these disciplines;
- b) lays the foundations for the formation of students' skills that are determined by the ultimate goals of studying childhood infectious diseases as an independent discipline and can be used by students in the study of 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 "Pediatric Infectious Diseases" is:**

Acquisition of theoretical and practical knowledge of etiology, pathogenesis, classification, clinical manifestations, methods of diagnosis, treatment and prevention of the most common noninfectious and infectious diseases of childhood and skills of clinical, laboratory and instrumental examination of the child in accordance with medical ethics and deontology skills in maintaining medical records. Acquisition by the student of knowledge and professional skills in differential diagnosis of the most common non-communicable and infectious diseases of childhood, dispensary supervision of healthy and sick children in an outpatient setting and emergency care for the most common emergencies in children based on knowledge of 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 ultimate goals of the discipline

The ultimate goals of the discipline "Pediatric 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 survey plan 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.

### Competencies 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 students with the acquisition of competencies:

- integral:
  - ability to solve complex problems and practical problems in the field of professional activity 22 "Health Care", which involves the application of certain theoretical knowledge, skills, practical skills and techniques of the relevant professional direction;
- **general:**

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.
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 emergencies.
8. Ability to determine the tactics of emergency medical care.
9. Skills in providing emergency medical care
11. Skills to perform medical manipulations.
14. Ability to plan and carry out preventive and anti-epidemic measures against infectious diseases.
17. Ability to keep medical records.

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.Course prerequisites**

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

The study of the discipline "Pediatric 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.

<b>№</b>	<b>Discipline</b>	<b>Must know</b>	<b>Must be able</b>
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 in normal and pathological conditions. Bilirubin	Evaluate the results of biochemical changes

		metabolism. Liver enzymes. Lipid metabolism (cholesterol, lipoproteins, $\beta$ -lipoproteins). The content in the urine of bile pigments and urobilin.	
3.	Anatomy	Anatomy of lymph nodes, organs of the oropharynx, respiratory, cardiovascular, digestive, nervous systems, kidneys; features in young children.	Examine these systems objectively
4.	Pathological anatomy	Pathomorphology of changes in internal organs in infectious diseases	Evaluate the results of pathomorphological changes
5.	Physiology	Parameters of physiological norm of human organs and systems; indicators of laboratory examination are normal (general blood, urine, blood biochemistry, parameters of CBC, electrolytes, etc.).	Evaluate laboratory test data.
6.	Pathological physiology	Pathophysiology of inflammation and allergies in infectious diseases	Determination of pathophysiological changes
7.	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.	Conduct an objective examination of a sick child, to assess the condition
8.	Virusology	Modern approaches to the diagnosis of viral infections. Serological diagnostic methods, hybridization methods and PCR diagnosis of infectious diseases	Evaluate the results of laboratory tests
9.	Epidemiology	Ways and methods of infection with infectious diseases, non-specific and specific epidemiological measures, types of vaccines for prevention	Collection of epidemiological history of the patient, determination of the incubation period, preventive measures
10.	Infectious diseases	Symptoms, course, diagnosis, prevention of infectious diseases in adults	Carrying out comparative characteristics of diseases in adults and children
11.	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
12.	Surgery	Symptoms and syndromes in surgical pathology for the	Carry out diff. diagnostics

		purpose of diff. diagnostics	
13.	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 evaluate immunological parameters
14.	Otolaryngology	Clinical signs of lesions of the mucous membrane of the nasopharynx, oropharynx, rhinitis, pharyngitis, laryngitis,	Examination of the nose, throat, regional lymph nodes
15.	Radiology and radiology (ultrasound)	Radiological 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 disease.

**Postrequisites:**

1. pediatrics,
2. infectious disease

**5. Program learning outcomes**

**List of learning outcomes**

1. Be able to collect data 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. 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 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 of 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.

**Distribution of learning outcomes by type of educational activity**

Competences that must be mastered by the applicant	Program learning outcomes	Names of academic disciplines, practices
<b>ФК 1 - 3, ФК 5 - 9, ФК 11, ФК 14, ФК 17, ФК 20</b>	<b>ППН 1 – 3, ППН 5 – 8, 11, 13, 16, 19 - 25</b>	Infectious diseases Pediatric infectious diseases

Learning outcome code	The content of the learning outcome	Reference to the code of the competence matrix
<i>3H-1,</i>	Collect data on patient complaints, medical history, life history, conduct and evaluate the results of physical examination.	ИП-1
<i>УМ-1, УМ-1.1 УМ-1.2 УМ-1.3 УМ-1.4 УМ-1.5 УМ-1.6 УМ-1.7 УМ-1.8</i>	<p>Collect data on patient complaints, medical history, life history, conduct and evaluate the results of physical examination.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• collect information about the general condition of the child (consciousness, constitution) and appearance (examination of the skin, subcutaneous fat layer, palpation of lymph nodes, thyroid and mammary glands);</li> <li>• assess the psychomotor and physical development of the child;</li> <li>• 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);</li> <li>• examine the condition of the respiratory organs (examination of the chest and upper respiratory tract, palpation of the chest, percussion and auscultation of the lungs);</li> <li>• 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);</li> <li>• examine the condition of the musculoskeletal system (examination and palpation);</li> <li>• examine the state of the nervous system;</li> <li>• examine the condition of the genitourinary system.</li> </ul>	ИП-1
<i>К-1</i>	Effectively form a communication strategy when communicating with the patient. Enter information about the child's health in the relevant medical records	ИП-1

<i>AB-1</i>	To be responsible for the quality collection of information obtained on the basis of interviews, examination, 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	ПП-1
<i>ЗН-2</i>	Have specialized knowledge about the child, his organs and systems, standard methods of laboratory and instrumental research (according to list 4).	ПП-1,2
<i>УМ-2</i> <i>УМ-2.1</i> <i>УМ-2.2</i>	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) <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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, adhering to the relevant ethical and legal norms.</li> </ul>	ПП-1- 3
<i>К-2</i>	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).	ПП-2
<i>AB-2</i>	Be responsible for deciding on the evaluation of laboratory and instrumental research results.	ПП-2
<i>ЗН-3</i> <i>ЗН-3.1</i> <i>ЗН-3.2</i> <i>ЗН-3.3</i> <i>ЗН-3.4</i>	Have specialized knowledge about the child, its organs and systems; knowledge of standard survey methods; algorithms for diagnosing diseases; algorithms for selecting the leading symptoms or syndromes (according to list 1); previous and clinical diagnoses (according to list 2); knowledge of laboratory and instrumental examination methods (according to list 3); Knowledge to assess the human condition.	ПП-1- 3
<i>УМ-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 comparison 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 system, adhering to the relevant ethical and legal norms	ПП-1- 3
<i>К-3</i>	On the basis of regulatory documents to keep medical records of the patient (outpatient / inpatient card, etc.)	ПП-1- 3
<i>AB-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	ПП-1- 3
<i>ЗН-5</i>	Have specialized knowledge of algorithms and standard schemes of nutrition - in the treatment of diseases (according to list 2)	ПП-5
<i>УМ-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 (according to list 2)	ПП-5
<i>К-5</i>	To form and communicate to the patient and / or his parents (guardians), specialists conclusions on nutrition - in the treatment of diseases (according to list 2)	ПП-5
<i>AB-5</i>	To be responsible for the validity of the definition of nutrition - in the treatment of the disease (according to list 2)	ПП-6

<i>ЗН-6</i>	Have specialized knowledge of algorithms and standard schemes for the treatment of diseases (according to list 2)	ПП-3, 6
<i>УМ-6</i> <i>УМ-6.1</i> <i>УМ-6.2</i> <i>УМ-6.3</i>	Be able to determine the principles and nature of treatment of the disease (according to list 2) in a health care facility, at the patient's home and during 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.	ПП-3, 6
<i>К-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)	ПП-3, 6
<i>АВ-6</i>	Be responsible for deciding on the principles and nature of treatment of the disease (according to list 2)	ПП-3, 6
<i>ЗН-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.	ПП-3, 7
<i>УМ-7</i>	Be able, in the absence of information, using standard techniques, by making an informed decision to assess the child's condition and determine the main clinical syndrome (or what causes the severity of the victim's condition) (according to list 3).	ПП-3, 7
<i>К-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.	ПП-3,7
<i>АВ-7</i>	Be responsible for the timeliness and effectiveness of medical measures to diagnose emergencies.	ПП-3,7
<i>ЗН-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.	ПП-8
<i>УМ-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.	ПП-8
<i>К-8</i>	Explain the need and procedure for emergency medical care.	ПП-8
<i>АВ-8</i>	To be responsible for the correctness of the determination of the state of emergency, its severity and tactics of emergency medical care.	ПП-8
<i>ЗН-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).	ПП-8,9
<i>УМ-9</i>	Be able to provide emergency medical care in case of emergency (according to list 3).	ПП-8,9
<i>К-9</i>	Explain the need and procedure for emergency medical care.	ПП-8,9
<i>АВ-9</i>	Be responsible for the timeliness and quality of emergency medical care.	ПП-8,9
<i>ЗН-11</i>	Have specialized knowledge of algorithms for performing medical manipulations (list 5).	ПП- 6 - 9
<i>УМ-11</i>	Be able to perform medical manipulations (according to list 5).	ПП- 6 - 9
<i>К-11</i>	It is reasonable to form and bring to the patient, and / or his parents (guardians), specialists conclusions about the need for medical manipulations (according to list 5).	ПП- 6 - 9
<i>АВ-11</i>	Be responsible for the quality of medical manipulations (according	ПП-6 - 9



<i>Y<sub>M</sub> -20.1</i>	<p>health care institution work and evaluate them in the dynamics. Be able to identify defects in activities and the reasons for their formation.</p> <p>Be able:</p> <ul style="list-style-type: none"> <li>• select the appropriate unified clinical protocol for the provision of medical care,</li> <li>• develop a general scheme of local medical care protocol;</li> <li>• calculate indicators of structure, process and results of activity;</li> </ul>	
<i>Y<sub>M</sub> -20.2</i>		
<i>Y<sub>M</sub> -20.3</i>		
<i>K-20</i>	<p>Obtain 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.</p> <p>Formulate conclusions on the justification of the form of organization of medical care,</p>	ПІР-16, 19-25
<i>AB-20</i>	<p>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</p>	ПІР-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	6	
practical classes	28	
seminars	-	
independent work	11	

### 7. Topics and content of the course

Code of type classes	Topic	Study content	Code of study results	Lecturer
Lecture 1	Infectious diseases with tonsillitis syndrome in children. Diphtheria.	<p>Determining the place of diphtheria in the structure of infectious diseases in children.</p> <p>Determining the etiology, features of the epidemic process, the main phases of the pathogenesis of the disease.</p> <p>Leading clinical symptoms and variants of diphtheria in children.</p> <p>Differential diagnosis with clinically similar conditions. Tonsillitis syndrome in children.</p> <p>Etiological structure of tonsillitis, clinical features depending on the etiological factor.</p> <p>Treatment.</p>	<p><i>3H-1, Y<sub>M</sub>-1,</i>  <i>3H-2, Y<sub>M</sub>-2,</i>  <i>3H-3, Y<sub>M</sub>-3,</i>  <i>3H-4, Y<sub>M</sub>-4,</i>  <i>3H-5, Y<sub>M</sub>-5,</i>  <i>3H-6, Y<sub>M</sub>-6,</i>  <i>3H-10,</i>  <i>Y<sub>M</sub>-10</i>  <i>3H-14,</i>  <i>Y<sub>M</sub>-14</i></p>	Prof. Prokopiv O.V., Asst.Prof. Lyshenyuk S.A.
Lecture 2	Infectious diseases	Issues of the main	<i>3H-1, Y<sub>M</sub>-1,</i>	Prof. Prokopiv O.V.,

	with exanthema syndrome in children	<p>properties of pathogens that cause measles, rubella, scarlet fever, chickenpox are highlighted.</p> <p>Epidemiological features of these diseases. The main links of pathogenesis. Clinical symptoms of measles, rubella, scarlet fever, chickenpox in children. Clinical classification of disease forms. Severe atypical forms, complications are presented. Laboratory methods of diagnosis. Principles of treatment and prevention of measles, rubella, scarlet fever, chickenpox in children.</p>	<p><i>3H-2, VM-2, 3H-3, VM-3, 3H-4, VM-4, 3H-5, VM-5, 3H-6, VM-6, 3H-10, VM-10 3H-14, VM-14.</i></p>	Asst.Prof. Lytvyn H.O.
Lecture 3	Infectious diseases of the nervous system in children	<p>The place of meningococcal infection, enterovirus diseases, polio in the structure of childhood infectious diseases, a brief history of the study of these infections. Statistics on the prevalence of meningococcal infection, enterovirus diseases, polio, mortality from these diseases in Ukraine and the world.</p> <p>The issues of epidemiology, etiology and pathogenetic aspects of meningococcal infection, enterovirus diseases, poliomyelitis are covered.</p> <p>The classification and typical clinical picture of the above infections are presented. Emphasis is placed on laboratory methods of diagnosis, principles of treatment and prevention of meningococcal infection, enterovirus diseases, polio.</p>	<p><i>3H-1, VM-1, 3H-2, VM-2, 3H-3, VM-3, 3H-4, VM-4, 3H-5, VM-5, 3H-6, VM-6, 3H-10, VM-10, 3H-14, VM-14</i></p>	Asst.Prof. Pokrovska T.V.

<p>Practical lesson 1</p>	<p>Influenza, parainfluenza, adenoviral infection, rhinovirus infection, RS infection. COVID - 19. Croup syndrome. Laboratory diagnostics. Treatment. Planned prevention and in the center of infection.</p>	<p>Leading clinical symptoms of influenza and ARVI in children. infections, etc. Pandemic influenza, its epidemiological and clinical and pathogenetic features. Leading clinical symptoms of emergencies observed in influenza and ARVI (hyperthermic syndrome and acute stenotic laryngotracheitis syndrome). Tactics of management of patients with influenza and ARVI. Emergency care in case of emergency. Prevention of influenza and ARVI in children. Differential diagnosis of influenza, parainfluenza, adenovirus, respiratory syncytial (RS), rhinovirus, COVID - 19.</p>	<p><i>3H-1, VM-1.1, VM-1.2, VM-1.4, VM-1.5, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-5, VM-5.1 VM-5.2, 3H-6, VM-6 3H-7, VM-7 3H-9, VM-9 3H-10, VM-10.1 3H-11, VM-11. 1 3H-14, VM-14</i></p>	<p>asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.</p>
<p>Practical lesson 2</p>	<p>Diphtheria. Mumps infection. Whooping cough. Etiology, epidemiology, pathogenesis, classification, complications, treatment. Differential diagnosis of diphtheria with infectious mononucleosis, acute tonsillitis in children. Prevention.</p>	<p>Determination of diphtheria, mumps infection, infectious mononucleosis in the structure of infectious diseases in children. Determining the etiology, features of the epidemic process, the main phases of the pathogenesis of diseases. Leading clinical symptoms and variants of the disease in children. Differential diagnosis with clinically similar conditions.</p>	<p><i>3H-1, VM-1.1, VM-1.2, VM-1.4, VM-1.5, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-5, VM-5.1 VM-5.2, 3H-6, VM-6 3H-7, VM-7 3H-9, VM-9 3H-10, VM-10.1, VM-10.2, 3H-11, VM-11. 1 3H-14, VM-14</i></p>	<p>asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.</p>
<p>Practical lesson 3</p>	<p>Scarlet fever. Pseudotuberculosis.</p>	<p>The etiology and epidemiology of</p>	<p><i>3H-1, VM-1.1,</i></p>	<p>asst. Stasiv M.V. asst.Khomyn O.Y.</p>

	Infectious mononucleosis. Etiology, epidemiology, pathogenesis, classification, complications, treatment.	pseudotuberculosis, scarlet fever, infectious mononucleosis is studied. Classification of clinical forms, severity criteria. Laboratory methods of diagnosis, differential diagnosis, principles of treatment of children. Complications. Which can occur in these diseases. Anti-epidemic measures in the center of infection.	<i>VM-1.2, VM-1.4, VM-1.5, VM-1.6, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-5, VM-5.1 VM-5.2, 3H-6, VM-6 3H-7, VM-7 3H-9, VM-9 3H-10, VM-10.1 3H-11, VM-11. 1 3H-14, VM-14</i>	asst. Klymenko H.P. asst. Nykypchuk O.V.
Practical lesson 4	Diseases accompanied by exanthema syndrome: measles, rubella, chicken pox, shingles. Diagnosis, treatment. Differential diagnosis. Prevention is planned and in the center of infection.	The etiology, epidemiology, pathogenesis, clinical picture of typical forms of exanthema infectious diseases, their classification, features in newborns and young children are studied; complications and their clinical picture; methods of laboratory diagnosis of exanthema infectious diseases (virological, bacteriological, serological); principles of treatment (etiologic, pathogenetic, symptomatic); drugs used for treatment, their dosage for children, indications for hospitalization; prevention measures.	<i>3H-1, VM-1.1, VM-1.2, VM-1.4, VM-1.5, VM-1.6, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-5, VM-5.1 VM-5.2, 3H-6, VM-6 3H-7, VM-7 3H-9, VM-9 3H-10, VM-10.1, VM-10.2, 3H-11, VM-11. 1 3H-14, VM-14</i>	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Practical lesson 5	Meningococcal infection in children: etiology, pathogenesis, clinical forms, diagnosis. Enterovirus infections. Poliomyelitis. Serous meningitis. Treatment. Intensive care of infectious-	The etiology, epidemiology, pathogenesis, clinical picture of typical forms of enterovirus, meningococcal infections, poliomyelitis are studied. The clinical picture of diseases at typical forms, features depending on age is understood; complications of the	<i>3H-1, VM-1.1, VM-1.2, VM-1.4, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-5, VM-5.1 VM-5.2,</i>	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.

	toxic shock, cerebral edema. Prevention.	disease and their clinical picture. Methods of laboratory diagnostics (virological, serological) are studied; principles of treatment at the prehospital stage and in the hospital (etiologic, pathogenetic, symptomatic); prevention measures.	3H-6, VM-6 3H-7, VM-7 3H-9, VM-9 3H-10, VM-10.1, VM-10.2, 3H-11, VM-11. 1 3H-14, VM-14	
Practical lesson 6	Intestinal infections: shigellosis, salmonellosis, Escherichia coli infection, yersiniosis, rotavirus infection. Etiology, epidemiology, pathogenesis, clinic, laboratory diagnosis and treatment. Prevention. Toxicosis and exsiccosis, neurotoxicosis. Clinic, diagnosis, intensive care.	Elucidation of the general characteristics of intestinal infectious diseases, their etiology, pathogenic factors of infectious agents, which are studied in this lesson; epidemiology of pathogenesis, clinical manifestations of infections, timing and clinical manifestations of complications. Study of the rules of diagnosis of acute intestinal infection, principles of treatment, indications for the appointment of antibacterial drugs; tactics of management of patients in case of emergencies (toxicosis, exsiccosis, neurotoxicosis); rules of discharge of convalescents from a hospital, rules of medical examination of convalescents from acute intestinal infection.	3H-1, VM-1.1, VM-1.2, VM-1.4, VM-1.5, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-4, VM-4 3H-5, VM-5.1 VM-5.2, 3H-6, VM-6 3H-7, VM-7 3H-9, VM-9 3H-10, VM-10.1, VM-10.2, 3H-11, VM-11. 1 3H-14, VM-14	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Practical lesson 7	Viral hepatitis A, B, C, D, E in children	Issues of etiology, epidemiology, pathogenesis, clinical manifestations are studied. Features in young children. Differential diagnosis of hepatitis taking into account the routes of infection (parenteral, enteral), incubation dates, the severity of the main symptoms of the disease,	3H-1, VM-1.1, VM-1.2, VM-1.5, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-4, VM-4 3H-5, VM-5.1 VM-5.2,	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.

		course and consequences. Prevention is planned and emergency.	3H-6, VM-6 3H-7, VM-7 3H-9, VM-9 3H-10, VM-10.1 3H-11, VM-11. 1 3H-14, VM-14	
Individual work of student 1	Influenza, parainfluenza, adenoviral infection, rhinovirus infection, RS infection, coronavirus infection COVID-19. Croup syndrome.	In-depth study of the pathogenesis of ARVI (entrance gate of infection, the tropism of pathogens to different parts of the respiratory tract, the mechanisms of toxicosis and catarrhal syndrome, complications)	3H-1, VM-1.1, VM-1.2, VM-1.4, 3H-2, VM-2 3H-5, VM-5.1 VM-5.2, 3H-7, VM-7 3H-14, VM-14	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 2	Diphtheria. Mumps infection. Whooping cough.	In-depth study of the pathogenesis of diphtheria depending on the entrance gate of infection, the tropism of the exotoxin of the pathogen to the nervous, cardiovascular and renal excretory systems.	3H-1, VM-1.1, VM-1.2, VM-1.4, 3H-2, VM-2 3H-5, VM-5.1 VM-5.2, 3H-7, VM-7 3H-10, VM-10	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 3	Scarlet fever. Pseudotuberculosis. Infectious mononucleosis.	In-depth study of the pathogenesis of scarlet fever, pseudotuberculosis. infectious mononucleosis. Modern methods of IM diagnosis.	3H-1, VM-1.1, VM-1.2, VM-1.4, VM-1.5, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-5, VM-5.1 VM-5.2, 3H-7, VM-7	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 4	Measles, rubella, chickenpox, shingles.	Atypical forms of measles, rubella, chicken pox. Methods of diagnosis and emergency prevention of diseases.	3H-1, VM-1.1, VM-1.2, VM-1.4, VM-1.5, VM-1.6, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-5, VM-5.1 VM-5.2, 3H-10, VM-10	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 5	Meningococcal infection in children.	Pathogenesis of shock in MI. Degrees of ITS.	3H-1, VM-1.1,	asst. Stasiv M.V. asst.Khomyn O.Y.

	Enterovirus infections. Poliomyelitis.	Providing medical care as a pre-hospital. and at the hospital stage. Glasgow Meningococcal Septicemia Prognostic Scale.	<i>VM-1.2,</i> <i>VM-1.4,</i> <i>VM-1.7,</i> <i>VM-1.8,</i> <i>K-1,</i> <i>AB-1,</i> <i>3H-2, VM-2</i> <i>3H-5,</i> <i>VM-5.1,</i> <i>VM-5.2,</i> <i>3H-7, VM-7</i>	asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 6	Intestinal infections: shigellosis, salmonellosis, Escherichia coli, yersiniosis, rotavirus infection.	In-depth study of the type of exsiccosis, methods of their correction. Types of rehydration. Solutions and their doses for oral and parenteral rehydration. Modified Vesicari scale for better clinical assessment of the severity of acute intestinal infection.	<i>3H-1,</i> <i>VM-1.1,</i> <i>VM-1.2,</i> <i>VM-1.4,</i> <i>VM-1.5,</i> <i>VM-1.7,</i> <i>VM-1.8,</i> <i>K-1,</i> <i>AB-1,</i> <i>3H-2, VM-2</i> <i>3H-3, VM-3</i> <i>3H-4, VM-4</i> <i>3H-5, VM-5.1</i> <i>VM-5.2,</i> <i>3H-7, VM-7</i>	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 7	Viral hepatitis A, B, C, D, E.	Features of HBV in children of the first year of life, congenital hepatitis B. Differential diagnostic criteria for viral hepatitis Differential diagnosis of jaundice	<i>3H-1,</i> <i>VM-1.1,</i> <i>VM-1.2,</i> <i>VM-1.5,</i> <i>VM-1.7,</i> <i>VM-1.8,</i> <i>K-1,</i> <i>AB-1,</i> <i>3H-2, VM-2</i> <i>3H-3, VM-3</i> <i>3H-4, VM-4</i> <i>3H-5, VM-5.1</i> <i>VM-5.2,</i> <i>3H-7, VM-7</i>	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 8	HIV / AIDS (pneumocystic, candidiasis, cryptococcal infection)	Characteristics of the pathogen. Ways and mechanism of infection transmission. Possible ways of infecting children. Features of epidemiology. Modern ideas about the pathogenesis of HIV infection. The main clinical manifestations and forms of the disease. Characteristics of the stage of HIV	<i>3H-1,</i> <i>VM-1.1,</i> <i>VM-1.2,</i> <i>VM-1.5,</i> <i>VM-1.7,</i> <i>VM-1.8,</i> <i>K-1,</i> <i>AB-1,</i> <i>3H-2, VM-2</i> <i>3H-3, VM-3</i> <i>3H-4, VM-4</i> <i>3H-5, VM-5.1</i> <i>VM-5.2,</i>	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.

		infection.Features of HIV infection in young children. Modern laboratory diagnostic methods. Basic principles of treatment. Basic preventive measures to prevent HIV infection.		
Individual work of student 9	TORCH infections (rubella, toxoplasmosis, cytomegalovirus, herpes infection)	Study of etiology and features of pathogens, mechanism and route of transmission of TORCH infections; the main links in the pathogenesis of congenital infections; features of the course of the infectious process depending on the period of infection of the fetus; the role of maternal immunity in the prevention of congenital infections; features of the clinical picture of congenital infections, characteristic for particular pathogens of the TORCH group; laboratory and instrumental diagnosis of congenital infections; principles of treatment of TORCH infections, indications for etiotropic therapy, basic etiotropic drugs, rehabilitation therapy; measures to prevent congenital infections.	3H-1, VM-1.1, VM-1.2, VM-1.5, VM-1.7, VM-1.8, K-1, AB-1, 3H-2, VM-2 3H-3, VM-3 3H-4, VM-4 3H-5, VM-5.1 VM-5.2,	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.
Individual work of student 10	Supervision of patients and writing a medical history		3H-1, VM-1, K-1 3H-2, VM-2 K-1 3H-3, VM-3 K-3 3H-5, VM-5.1, VM-5.2, 3H-6, VM-6. 3H-7, VM-7. 3H-8, VM-8. 3H-9, VM-9. 3H-11, VM-11. 1, VM-11.3 3H-17, VM-17	asst. Stasiv M.V. asst.Khomyn O.Y. asst. Klymenko H.P. asst. Nykypchuk O.V.

<i>It is necessary to present a system of organization of classes, the use of interactive methods,</i>
<b>Classes organization system</b>
– 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.
<b>Use of interactive methods</b>
- 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

<b>8. Verification of learning outcomes</b>			
<b>Current control</b>			
<i>is carried out during the training sessions and aims to check the assimilation of students' educational material (it is necessary to describe the forms of current control during the 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.</i>			
Learning outcome code	Classes code type	Method of verifying learning outcomes	Enrollment criteria
<b>Control methods</b>			
<i>3H-1, YM-1, 3H-2, YM-2, 3H-3, YM-3, 3H-4, YM-4,</i>	<i>Л-1, Л-2, Л-3</i>	Types of educational activities of students according to the curriculum are: a) lectures, b) practical classes, c) Independent work of students (IWS), in the organization of which teachers' consultations have a significant role. Thematic plans of lectures, practical classes, IWS ensure the implementation in the educational process of all topics that are part of the content of the program.  The lecture course consists of 3 lectures. The topics of the lecture course reveal the problematic issues of the relevant sections of children's infectious diseases. During lectures, students form theoretical basic knowledge,	Evaluation criteria Grade "excellent" - is given in the case when the student correctly answered 90-100% of the tests of format A (from the database "Step-2"), when the student correctly and completely completed the homework; in the course of the survey gives comprehensively accurate and clear answers without any leading questions; lay out the material without errors and inaccuracies;

<p>3H-5, YM-5, 3H-6, YM-6, 3H-10, YM-10. 3H-14, YM-14</p> <p>3H-1, YM-1.1, YM-1.2, YM-1.5, YM-1.7, YM-1.8, K-1, AB-1, 3H-2, YM-2 3H-3, YM-3 3H-4, YM-4 3H-5, YM-5.1 YM-5.2, 3H-6, YM-6 3H-7, YM-7 3H-9, YM-9 3H-10, YM-10.1 3H-11, YM-11.1 3H-14, YM-14</p>	<p>II-1, II-2. II-3 II-4 II-5 II-6 II-7</p>	<p>provide a motivational component and a general-oriented stage of mastering scientific knowledge during independent work of students. In the lecture course various didactic means are used as much as possible - multimedia presentations, educational films, slides, tape recordings, demonstration of thematic patients.</p> <p><b>Practical trainings</b> are clinical, aimed at controlling the assimilation of theoretical material and the formation of practical skills, as well as the ability to analyze and apply the acquired knowledge to solve practical problems, are held in children's departments of clinical bases of the department.</p> <p>□ Each lesson begins with a test to assess the initial level of knowledge and determine the degree of readiness of students for the lesson. The teacher determines the purpose of the lesson and creates a positive cognitive motivation; answers questions from students that arose during independent work on the topic of the lesson.</p> <p>□ The main stage of the lesson is the practical work of the student at the patient's bedside. The teacher and students visit the patients. Students examine sick children, collect medical history, examine them, perform diagnostic manipulations, etc. The control of the main stage of the lesson is carried out by assessing the student's performance of practical skills, the ability to solve typical situational problems. The teacher discusses and gives explanations, emphasizes the peculiarities of the disease in a particular child, aims at a more rational conduct of a particular method of examination, and so on.</p> <p>In addition, practical classes include:</p> <ul style="list-style-type: none"> <li>- planning the examination of a sick child;</li> <li>- interpretation of laboratory and instrumental research data;</li> <li>- differential diagnosis of the most common childhood diseases with their typical or complicated course;</li> <li>- determination of the preliminary clinical diagnosis;</li> <li>- definition of therapeutic tactics;</li> <li>- appointment of medical nutrition;</li> <li>- providing emergency medical care;</li> <li>- solving situational problems;</li> <li>- practice of practical skills on models and at the bedside of a sick child; <ul style="list-style-type: none"> <li>- keeping medical records.</li> </ul> </li> </ul> <p>□ At the final stage of the lesson to assess</p>	<p>demonstrates fluency in practical skills (on models and / or at the patient's bedside), the ability to analyze and apply the results obtained during the examination of the patient to solve practical problems.</p> <p>The grade "good" is given provided that the student correctly answered 70-89% of the tests of format A (from the database "Step-2"); completed homework with some mistakes; when interviewing the answers to the questions are presented correctly, consistently, but they are not exhaustive, the student answers additional questions without significant errors; has good practical skills (on models and / or at the patient's bedside); with some inaccuracies analyzes and applies the results obtained during the examination of the patient to solve practical problems; correctly determines the clinical diagnosis in the typical course of the disease; correctly, but not in full conducts differential diagnosis; prescribes the right treatment in general, but may assume some minor errors, which he corrects himself; demonstrates good knowledge and skills in providing emergency care; solves a situational</p>
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		<p>the student's mastery of the topic he is asked to answer the situational problems. 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. The duration of one practical lesson on the topic and taking into account the standards of the weekly classroom workload is 4.0 academic hours.</p>	<p>problem with some inaccuracies.</p> <p>A grade of "satisfactory" is given to a student if the student correctly answered 50-69% of the A-format tests (from the "Step-2" database). It is put if the student's homework is not completed in full and with errors; during the survey the student demonstrates knowledge of the main content of the lesson at a satisfactory level of understanding; able to solve simplified problems with the help of leading questions; able to perform basic practical tasks (on models and / or at the patient's bedside) only after appropriate comments and assistance from the teacher; with some errors analyzes and applies the results to solve practical problems; determines the clinical diagnosis in the typical course of the disease; makes some mistakes when conducting differential diagnosis; prescribes generally correct, but not complete treatment and / or with insignificant errors; demonstrates satisfactory knowledge and skills in providing emergency care;</p> <p>The grade "unsatisfactory" is given in cases when - the student correctly answered only 50% of the</p>
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			tests of format A. The student can work off the missed topics or reassign them to a positive assessment of the teacher during his consultations (individual work with students) no more than 3 times during the study of the module, thus gaining points not less than the minimum to be admitted to the final module control.
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**Current educational activity**

		<p>During the assessment of mastering each topic for the current educational activity of the student, grades are given on the 4th point (national). This takes into account all types of work provided by the discipline program. The student must receive a grade from each topic for further conversion of grades into points on a multi-point (200-point) scale. This takes into account all types of work provided by the curriculum.</p> <p><i>Theoretical knowledge:</i></p> <ul style="list-style-type: none"> <li>- written testing,</li> <li>- individual survey, interview,</li> <li>- structured in content written works.</li> </ul> <p><i>Practical skills and abilities:</i></p> <ul style="list-style-type: none"> <li>- monitoring the implementation of standardized by methods of conducting practical skills provided by the plan of practical training of the student in the discipline;</li> <li>- analysis of laboratory and instrumental research;</li> <li>- performing medical manipulations in pediatrics;</li> <li>- providing assistance in emergencies in children.</li> </ul> <p>The student must receive a grade on each topic. Forms of assessment of current educational activities should be standardized and include control of theoretical and practical training.</p> <p>In all practical classes:</p> <ul style="list-style-type: none"> <li>• The student answers 10-15 tests (tests on the topic of the lesson, format A)</li> <li>• Answers standardized questions, knowledge of which is necessary to understand the current topic.</li> <li>• Demonstrates knowledge and skills of practical skills in accordance with the topic of practical training at the patient's bedside</li> <li>• Solves a situational problem on the topic of the lesson</li> </ul>	
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	<p>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> <p>Individual work in the form of writing a medical history is estimated at 5 points.</p>	<p><b>Assessment of defense of medical history</b> is carried out in this lesson as follows: history is defended without errors - assessment "excellent"; insignificant mistakes, which after the remark are corrected by the student independently - a grade of "good"; 1-2 significant errors in defense, or inability to justify the syndromic diagnosis - assessment "satisfactory"; history is not defended - assessment "unsatisfactory";</p>
<b>Final control</b>		
General system of evaluation	Conducted upon completion of the study of the block of relevant topics in the last lesson in the form of a differential test. Participation in the work during the semester / exam - 60% / 40% on a 200-point scale.	
Scales evaluation	traditional 4-point scale, multi-point (200-point) scale, ECTS rating scale	
Terms of admission to final control	The student attended all practical classes and received at least 120 points for current performance	
<b>Type of final control</b>	<b>Methods of final control</b>	<b>Enrollment criteria</b>
Semester differentiated credit	<p>This is a form of final control, which consists in assessing the student's mastery of educational material in the discipline on the basis of current control and completed individual test tasks in the last lesson.</p> <p>The semester differential test is conducted in writing during the examination session, according to the schedule. The form of the exam is standardized and includes control of theoretical and practical training. Differential credit lasts 2 academic hours and is carried out according to the following regulations.</p> <p><b>Stage 1</b> - Test control - 30 test tasks, conducted for 30 minutes.</p> <p>The maximum number of points is 30 (1 point for 1 correct answer). The minimum criterion for successful test control is the result of 50% correct answers (15 tests).</p> <p><b>Stage 2</b> - Solving a complex situational problem, including the definition of a preliminary clinical diagnosis, interpretation of laboratory and</p>	<p>The maximum number of points assigned to students when mastering the subject (credit) - 200, including for current educational activities - 120 points (60%), the results of differential credit - 80 points (40%).</p> <p>The maximum number of points that a student can score when taking the differential test is 80. The minimum number of points when taking the differential test - not less than 50.</p>

	<p>instrumental studies, determination of therapeutic tactics, treatment. Lasts for 30 minutes The maximum number of points is 25 for one task.</p> <p><b>Stage 3</b> - interpretation of laboratory data (general, biochemical, serological blood tests, cerebrospinal fluid, urine, coprogram, immunological markers for the diagnosis of infectious diseases) - is 10 minutes. The maximum number of points is 5.</p> <p><b>Stage 4</b> - 4 short descriptive theoretical questions on the topic of the program - lasts 30 minutes. The maximum number of points is 20.</p>	
<b>Criteria of examination / differentiated test</b>		
Differentiated test	<i>In this field it is necessary to describe the order and a technique of carrying out final control / all its stages</i>	<i>It is necessary to define in points evaluation criteria for each concrete stage of final control</i>
	<p>Differential credit lasts 2 academic hours and is carried out according to the following regulations.</p> <p><b>Stage 1</b> - Test control - 30 test tasks, conducted for 30 minutes.</p> <p><b>Stage 2</b> - Solving a complex situational problem. which includes:</p> <p><b>Stage 3</b> - interpretation of 2 data of laboratory tests (general, biochemical, serological blood tests, cerebrospinal fluid, urine, coprogram, immunological markers for the diagnosis of infectious diseases) - 10 minutes.</p> <p><b>Stage 4</b> - 4 short descriptive theoretical questions on the topic of the program - lasts 30 minutes.</p>	<p><b>1 stage</b> The maximum number of points is 30 (1 point for 1 correct answer).</p> <p><b>Stage 2</b> Determination of preliminary clinical diagnosis, interpretation of laboratory and instrumental research data, determination of therapeutic tactics, prescription of treatment. Produced for 30 minutes. The maximum number of points is 25 for one task.</p> <p><b>Stage 3</b> The maximum number of points for the correct answer is 5.</p> <p><b>Stage 4</b> The maximum number of points is 20.</p>
<p><b>The maximum number</b> of points that a student must collect for the current academic activity for admission to the exam (differentiated test) is 120 points.</p> <p><b>The minimum number</b> of points that a student must collect for the current academic activity for admission to the differentiated test is 72 points.</p>		

$$x = \frac{CA \times 120}{5}$$

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 (CA), rounded to two decimal places. The resulting value is converted into points on a multi-point scale as follows:

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 points scored in the discipline are ranked on the ECTS scale as follows:

ECTS score	Statistical indicator
A	The best 10% of students
B	Next 25 % of students
C	Next 30 % of students
D	Next 25 % of students
E	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 students ranked. 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:

Scores on discipline	Score on a 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).

## 9. Politics of the course

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

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 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

***Obligatory:***

1. Infectious diseases in children: a textbook (University of IV year) / L.I. Chernyshova, A.П. Volokha, A.B. Bondarenko and others; for order. L.I. Chernyshova. - 2nd ed., Ed. - Kyiv. - Medicine. - 2017. - 1022 p.
2. Atlas of children's infectious diseases. Red Book = Red Book Atlas of Pediatric Infectious Diseases / Carol J. Baker; translation of the third English. Edition (edited by Prof. SO Kramaryov). - Two languages. - Kyiv. - Medicine. - 2019. - 744 p.
3. Atlas of infectious diseases [MA Andreychin, B.C. Kopcha, S.O. Kramaryov and others]; for order. MA. Andreychina. — 3rd ed., Ed. and additions. — Lviv: Magnolia, 2019. — 296 p.
4. Infectious diseases in children: a textbook / S.O. Kramaryov, O.B. Nadraga, L.V. Pipa is a mystery. ; For order. S.O. Kramaryov, O.B. Dear. - 2nd ed., Ed. - K.: VSV "Medicine". - 2016. — 392p. + 14s. Color. incl.
5. "Infectious diseases in children": a textbook, ed. prof. SO Kramareva, prof. O.B. Nadraha. - Kyiv.: WWII "Medicine". - 2010. - 392 p.
6. Immunoprophylaxis of infectious diseases: a textbook / L.I. Chernyshova, F.I. Lapiy, A.P. Volokha and others. - 2nd edition. - Kyiv. - Medicine. - 2019. - 320 p.
7. Mostyuk AI, Marievsky VF, Prokopov OV Diphtheria: Monograph. Lviv: Svit, 1996.– 208 p.
8. Emergency infectology: a textbook (University III-IV years a.) / V.M. Kozko, A.B. Bondarenko, G.O. Solomennik and others; for order. V.M. Goat. - 2nd type. - Kyiv. - Medicine. - 2018. - 120 p.
9. Tropical diseases: a textbook / VM Kozko, G.O. Solomienny, K.B. Yurko. - Kyiv. - Medicine. - 2019. - 384 p. Uchaikin VF, Nisevich NI, Shamsheva OV "Infectious diseases and vaccine prevention in children." Textbook for universities / M.: GEOTAR, Media, 2007.- 688 p.
10. Nelson textbook 21th Edition by Robert M. Kliegman, MD, Richard E. Behrman, MD, Hal B. Jenson, MD and Bonita F. Stanton, MD. Publisher: SAUNDERS. 2019. - 4264 p.
11. Order of the Ministry of Health of Ukraine dated 09.07.2004 №354 “On approval of Protocols for diagnosis and treatment of infectious diseases in children”.

12. Order of the Ministry of Health of Ukraine dated 31.08.2004 №437 “On approval of clinical Protocols for the provision of medical care in emergencies in children at the hospital and pre-hospital stages”.
13. Order of the Ministry of Health of Ukraine dated 16.07.2014 № 499 “On approval and implementation of medical and technological documents for standardization of medical care for influenza and acute respiratory infections”
14. Protocol for the treatment of meningococcal disease in children: order of the Ministry of Health of Ukraine № 737 of October 12, 2009 / Ministry of Health of Ukraine. - K: Ministry of Health of Ukraine, 2009. - 17 с.
15. Order of the Ministry of Health of Ukraine dated 10.12.2007 N 803 “On amendments to the order of the Ministry of Health dated 09.07.04 N 354”.
16. Order of the Ministry of Health of Ukraine dated 23.04.2019 № 958 "On amendments to the Calendar of preventive vaccinations in Ukraine"
17. Order of the Ministry of Health of Ukraine dated 18.05.2018 № 947 "On amendments to the Calendar of preventive vaccinations in Ukraine"
18. Order of the Ministry of Health of Ukraine dated 25.10.2019 № 2164 “On the implementation of the Decision of the operational headquarters of the Ministry of Health of Ukraine to respond to situations of infectious diseases that can be prevented by vaccination”
19. Lecture material of the department.
20. Methodical recommendations of the department.

#### ***Additional***

1. Vozyanova II Infectious and parasitic diseases. - Kyiv: “Health”, 2008 – Vol.1. – 854 p.
2. Vozyanova II Infectious and parasitic diseases. – Kyiv: “Health”, 2008 – Vol.2. – 656 p.
3. Vozyanova II Infectious and parasitic diseases. - Kyiv: “Health”, 2002. – Vol.3. – 902 p.
4. Infectious diseases / ed. Titova MB – Kyiv: “Higher School”, 1995. – 566 p.
5. Infectious diseases. Textbook for students of higher medical educational institutions of the IV level of accreditation / Golubovska OA, Gerasun BA, Zinchuk OM and others / Ed. O.A. Golubovska. - K. ВСВ “Медицина”, 2018. - 688 с.
6. Dzyublyk IV, Voronenko SG, Mironenko AP, Vinograd NO Diagnosis, treatment and prevention of influenza. -Kiev: Honey book. -2011.-190 p.
7. Duda OK Herpes and herpesvirus infection. Training manual for doctors. // Duda OK, Krasnov MI, Kozko VM - Kyiv: NMAPE, 2015. - 96 p.
8. Jacobisyak M. Immunology / Per. from Polish, ed. prof. VV Chopyak. - Vinnytsia: NEW BOOK, 2014. - 672p.

#### ***Informational resources***

1. The Verkhovna Rada of Ukraine <http://www.rada.kiev.ua>.
2. Cabinet of Ministers of Ukraine <http://www.kmu.gov.ua/>.
3. Ministry of Education and Science, Youth and Sports of Ukraine <http://www.mon.gov.ua>, [www.osvita.com](http://www.osvita.com).
4. Ministry of Emergencies and Protection of the Population from the Consequences of the Chernobyl Accident <http://www.mns.gov.ua/>.
5. Ministry of Health <http://www.moz.gov.ua/ua/portal/>
6. National Security and Defense Council of Ukraine <http://www.rainbow.gov.ua/>.
7. American Heart Association <https://www.onlineaha.org/>
8. British Heart Foundation <https://www.bhf.org.uk/>

### **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

**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.

Compiler of a syllabus Pokrovska T.V., PhD, Associate Professor  
(Surname, initials, academic degree, title)

(Signature)

Head of the department Lytvyn H.O., PhD Associate Professor  
(Surname, initials, academic degree, title)

(Signature)