

MINISTRY OF HEALTH OF UKRAINE
DANILO HALYTSKY LVIV NATIONAL MEDICAL UNIVERSITY
PEDIATRICS INFECTIOUS DISEASES DEPARTMENT

APPROVED

Acting First Vice-Rector for Scientific and Pedagogical Affairs

Danylo Halytsky Lviv National Medical University
Assoc. Prof. I.I.SOLONYNKO



**STUDY PROGRAM
OF THE DISCIPLINE
" PEDIATRIC INFECTIOUS DISEASES"**
**specialized course of choice SU 3.1 «Internal Medicine»
SU 3.1.3 Pediatrics, child's infectious diseases
module 2 «PEDIATRIC INFECTIOUS DISEASES»
training of specialists of the second (master's) level of higher education in
field of knowledge 22 «Health care»
specialty 222 «Medecine»**

Discussed and approved
at the methodical meeting of the
department
children's infectious diseases
Protocol № 12
from "16" April 2023 y
Head of the department
PhD, Assoc. Prof. Halyna LYTVYN

Approved
profile methodical commission
in pediatric disciplines
Protocol № 2
from "27" April 2023 y
Head of the profile methodical
commission
PhD, MD, Professor Lesya BESH

Lviv 2023

PROGRAM DEVELOPERS:

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Changes and additions to the academic discipline program for 2023-2024

№	Contents of the changes	Date and number of the protocol of the meeting of the department	Notes

Head of the Department of Pediatric Infectious Diseases

associate professor Lytvyn H.O.

INTRODUCTION

Program of study of academic discipline

Specialized course of choice SU.3.2 "Surgery" SU.3.2.3 "Pediatric infectious diseases"

in accordance with the Standard of higher education of the second (master's) level fields of knowledge 22 "Health care"

specialty 222 "Medicine"

of the Master of Medicine educational program

Description of the academic discipline (abstract)

The educational discipline " Pediatric infectious diseases" studies classic and new data on infectious diseases in children, their etiology, epidemiology, pathogenesis, clinical picture, methods of diagnosis and treatment of the most common infectious diseases among children. The issues of differential diagnosis, prevention and the latest scientific data on the most common infectious diseases of childhood are studied, with the provision of assistance in the main emergency conditions.

a) is based on the knowledge acquired by students during the study of medical biology, normal and pathological physiology, normal and pathological anatomy, microbiology, histology, pharmacology, epidemiology, immunology, pediatrics, propaedeutics of children's diseases and integrates with these disciplines;

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

The structure of the academic	Number of credits, hours, of them			Year of study semester	Number classes	Type of control
	Total	Auditory	Self			

discipline		Lectur es (hours)	Practic .lasses (hours)	study			
Subjects: "Pediatric infectious diseases" Content sections 3	2.0 ECTS credits / 60 hours		30	30	6th course XI / XII semester	5	credit

The subject of study of the educational discipline is etiology, epidemiology, pathogenesis, main clinical manifestations, diagnosis, differential diagnosis of children's infectious diseases and basic principles of treatment of patients with infectious pathology.

Interdisciplinary connections: normal anatomy, pathological anatomy, biochemistry, pathological physiology, pharmacology, microbiology, epidemiology, pediatrics, surgery, infectious diseases, neurology, immunology.

1. PURPOSE AND OBJECTIVES OF THE EDUCATIONAL DISCIPLINE

1.1. The purpose of teaching the educational discipline "Children's infectious diseases" is:

assimilation of theoretical and practical knowledge of etiology, pathogenesis, classification, clinical manifestations, methods of diagnosis, treatment and prevention of the most common non-infectious and infectious diseases of childhood and the skills of clinical, laboratory and instrumental examination of a

child in compliance with the principles of medical ethics and deontology, acquisition of professional skills by the student on keeping medical records.

The student's acquisition of knowledge and professional skills in the differential diagnosis of the most common non-infectious and infectious diseases of childhood, dispensary supervision of healthy and sick children in outpatient settings and the provision of emergency care for the most common emergency conditions in children based on knowledge of age-related anatomical and physiological features of the child's body;

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

Training of a highly qualified specialist (doctor) capable of solving complex tasks and problems in the field of medicine and health care or in the process of training, characterized by the uncertainty of conditions and requirements and performing the professional activities of a doctor; capable of continuing education with a high degree of autonomy.

1.2. The main tasks of studying the discipline "Pediatric infectious diseases" are:

- Acquisition of basic theoretical knowledge of etiology, epidemiology, pathogenesis of the most common childhood infectious diseases, dispensary supervision of children who have suffered infectious diseases in outpatient settings.
- Mastering basic practical skills and abilities in diagnosis, differential diagnosis, treatment of complicated and uncomplicated forms of the course of the most common childhood infectious diseases;
- Mastering the basic practical skills and abilities to provide assistance in emergency situations in case of childhood infectious diseases;

1.3 Competencies and learning outcomes, the formation of which is facilitated by the discipline (interrelationship with the normative content of the training of higher education applicants, formulated in terms of learning outcomes in the Standard of Higher Education).

According to the requirements of the Higher Education Standard, the discipline ensures that students acquire the following competencies:

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

- general:

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

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

GC 3. Ability to apply knowledge in practical situations.

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

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

GC 6. Ability to make informed decisions.

GC 7. Ability to work in a team.

GC 8. Ability to interpersonal interaction.

GC 9. Ability to communicate in a foreign language.

GC 10. Ability to use information and communication technologies.

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

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

GC 13. Awareness of equal opportunities and gender issues.

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

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

– Mastering the skills of maintaining medical documentation;

- Formation of students' moral-ethical and deontological qualities during professional communication with a sick child and persons who care for the child.

- *special (professional, subject):*

Professional competences of the specialty (PC):

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

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

PC 3. Ability to establish a preliminary and clinical diagnosis of the disease.

PC 5. The ability to determine the nature of nutrition in the treatment and prevention of diseases.

PC 6. Ability to determine the principles and nature of treatment and prevention of diseases.

FC 7. Ability to diagnose emergency conditions.

FC 8. Ability to determine tactics and provide emergency medical assistance.

PC 10. Ability to perform medical manipulations.

PC 11. Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.

- PC 13. Ability to carry out sanitary and hygienic and preventive measures.
- PC 14. Ability to plan and carry out preventive and anti-epidemic measures regarding infectious diseases.
- PC 16. Ability to maintain medical documentation, including electronic forms.
- PC 21. It is clear and unambiguous to convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to people who are studying.
- PC 23. Ability to develop and implement scientific and applied projects in the field of health care.
- PC 24. Compliance with ethical principles when working with patients and laboratory animals.
- PC 25. Observance of professional and academic integrity, bear responsibility for the reliability of the obtained scientific results

Detailing of competences in accordance with the NQF descriptors in the form of "Matrix of competences".

Matrix of competences

№	Competence (Classification of competences according to NQF)	Knowledge	Skill/	Communication	Autonomy and responsibility
Integral competence					
The ability to solve complex problems, including those of a research and innovation nature in the field of medicine. Ability to continue learning with a high degree of autonomy.					
General competences					
GC 1	Ability to abstract thinking, analysis and synthesis.	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis	Specialized skills/problem-solving skills needed to conduct research and/or implement innovative activities to develop new knowledge and procedures	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are	Managing work or learning processes that are complex, unpredictable and require new strategic approaches

		for original thinking and conducting research		studying	
GC 2.	Ability to learn and master modern knowledge.	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical	Use of foreign languages in professional activities	Ability to continue learning with a high degree of autonomy
GC 3.	ability to apply knowledge in practical situations	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research	Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts	lear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Managing work or learning processes that are complex, unpredictable and require new strategic approaches
GC 4.	Knowledge and understanding of the subject area and	Critical understanding of problems in the field and at the border of	Ability to integrate knowledge and solve complex	Use of foreign languages in professional activities	Managing work or learning processes that are complex,

	understanding of professional activity	the fields of knowledge	problems in broad or multidisciplinary contexts		unpredictable and require new strategic approaches
GC 5.	Ability to adapt and act in a new situation.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities		Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
GC 6.	Ability to make an informed decision.	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
GC 7.	Ability to work in a team.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments	Responsibility for contributing to professional knowledge and practice and/or evaluating the

			or limited information, taking into account aspects of social and ethical responsibilities	to specialists and non-specialists, in particular to people who are studying	performance of teams and teams
GC 8.	Interpersonal skills	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
GC 9.	Ability to communicate in a foreign language.			Use of foreign languages in professional activities	
GC 10	Ability to use information and communication technologies.	Critical thinking of problems in the field and at the boundaries of fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects	Use of foreign languages in professional activities	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams

			of social and ethical responsibilities		
GC 11	Ability to search, process and analyze information from various sources.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts	Use of foreign languages in professional activities	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
GC 12	Determination and persistence in relation to assigned tasks and assumed responsibilities	Critical understanding of problems in the field and on the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities		Ability to continue learning with a high degree of autonomy
GC 13	Awareness of equal opportunities and gender issues.	Critical understanding of problems in the field and at the border of the fields of knowledge	Specialized skills/problem-solving skills needed to conduct research and/or implement innovative activities to develop new knowledge and procedures	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are	Managing work or learning processes that are complex, unpredictable and require new strategic approaches

				studying	
GC 14	The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research	Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Ability to continue learning with a high degree of autonomy
GC 15	The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the	Critical thinking of problems in the field and at the boundaries of fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities		Ability to continue learning with a high degree of autonomy

	development of society, technology and technology, to use various types and forms of motor activity for active recreation and leading a healthy lifestyle.				
Special (professional) competences					
PC 1.	Ability to collect medical information about the patient and analyze clinical data.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Use of foreign languages in professional activities	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
PC 2.	Ability to determine the necessary list of laboratory and instrumental studies and evaluate their results.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and		Managing work or learning processes that are complex, unpredictable and require new strategic approaches

			ethical responsibilities		
PC 3.	Ability to make previous clinical diagnosis diseases	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities		Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
PC 5.	The ability to determine the nature of nutrition in the treatment and prevention of diseases of patients of various ages.	Critical thinking of problems in the field and at the boundaries of the fields of knowledge	Specialized skills/problem solving skills necessary for conducting research and/or carrying out innovative activities to develop new knowledge and procedures	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Managing work or learning processes that are complex, unpredictable and require new strategic approaches
PC 6.	Ability to determine the principles and nature of treatment and prevention of diseases.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information,	Clear and unambiguous communication of one's own knowledge, conclusions and arguments to specialists and non-	Managing work or learning processes that are complex, unpredictable and require new strategic approaches

			taking into account aspects of social and ethical responsibilities	specialists, in particular to persons studying	
PC 7.	Ability to diagnose emergency conditions.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
PC 8.	The ability to determine the tactics of providing emergency medical care.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Clear and unambiguous communication of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to persons studying	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
PC 10	Ability to perform medical manipulations	Specialized conceptual knowledge that includes current	Ability to solve problems in new or unfamiliar environments	Clear and unambiguous communication of one's own knowledge,	Managing work or learning processes that are complex, unpredictable

		scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research	in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	conclusions and arguments to specialists and non-specialists, in particular to persons studying	and require new strategic approaches
PC 11.	Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.	Critical thinking of problems in the field and at the boundaries of fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
PC 13.	Ability to carry out sanitary and hygienic and preventive measures.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts	Clear and unambiguous communication of own knowledge, conclusions and arguments to specialists and non-specialists, in particular to learners	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams

PC 14.	Ability to plan and carry out preventive and anti epidemic measures for infectious diseases.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Clear and unambiguous communication of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to persons studying	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams
PC 16.	Ability to maintain medical documentation, including electronic forms.	Critical understanding of problems in the field and at the border of the fields of knowledge	Specialized skills/problem solving skills necessary for conducting research and/or carrying out innovative activities with the aim of developing new knowledge and procedures	Clear and unambiguous communication of own knowledge, conclusions and arguments to specialists and non	Managing work or learning processes that are complex, unpredictable and require new strategic approaches
PC 21.	It is clear and unambiguous to convey one's own knowledge, conclusions and arguments on health care problems and related issues	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into	Use of foreign languages in professional activities	Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and teams

	to specialists and non specialists, in particular to people who are studying.		account aspects of social and ethical responsibility		
PC 23.	Ability to develop and implement scientific and applied projects in the field of health care.	Critical understanding of problems in the field and at the border of the fields of knowledge	Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibilities	Use of foreign languages in professional activities	Ability to continue learning with a high degree of autonomy
PC 24.	Adherence to ethical principles when working with patients and laboratory animals.	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research	Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts	Clear and unambiguous presentation of one's own knowledge, conclusions and arguments to specialists and non-specialists, in particular to people who are studying	Managing work or learning processes that are complex, unpredictable and require new strategic approaches
PC	Adherence to professional	Critical understanding	Ability to integrate	Use of foreign languages in	Ability to continue

25.	and academic integrity, bear responsibility for the reliability of the obtained scientific results	of problems in the field and on the border of the fields of knowledge	knowledge and solve complex problems in broad or multidisciplinary contexts	professional activities	learning with a high degree of autonomy
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LEARNING OUTCOMES:

DISTRIBUTION OF LEARNING OUTCOMES BY TYPES OF LEARNING ACTIVITIES

Competencies that the applicant must master	Program learning outcomes	Names of educational disciplines, practices
GC 1 - 15 PC 1 - 3, 5 - 8, 10, 11, 13, 14, 16, 21, 23 - 25.	PLO 1 - 7, 9, 10, 12-14, 17, 18, 20 - 22, 24, 25, 29	Infectious diseases Pediatric infectious diseases

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

PLO 1. Have thorough knowledge of the structure of professional activity. To be able to carry out professional activities that require updating and integration of knowledge. To be responsible for professional development, the ability for further professional training with a high level of autonomy.

PLO 2. Understanding and knowledge of basic and clinical biomedical sciences, at a level sufficient for solving professional tasks in the field of health care.

PLO 3. Specialized conceptual knowledge, which includes scientific achievements in the field of health care and is the basis for conducting research, critical understanding of problems in the field of medicine and related interdisciplinary problems.

PLO 4. Identify and identify leading clinical symptoms and syndromes (according to list 1); according to standard methods, using preliminary data of the patient's history, data of the patient's examination, knowledge about the person, his organs and systems, establish a preliminary clinical diagnosis of the disease (according to list 2).

PLO 5. Collect complaints, life and disease history, assess the patient's psychomotor and physical development, the state of the organs and systems of the body, based on the results of laboratory and instrumental studies, evaluate

information regarding the diagnosis (according to list 4), taking into account the patient's age.

PLO 6. To establish the final clinical diagnosis by making a reasoned decision and analyzing the received subjective and objective data of clinical, additional examination, carrying out differential diagnosis, observing the relevant ethical and legal norms, under the control of the head physician in the conditions of a health care institution (according to list 2).

PLO 7. Prescribe and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) (according to list 4) of patients with diseases of organs and body systems for differential diagnosis of diseases (according to list 2).

PLO 9. Determine the nature and principles of treatment (conservative, operative) of patients with diseases (according to list 2), taking into account the age of the patient, in the conditions of a health care institution, outside its borders and at the stages of medical evacuation, including in field conditions, on the basis of a preliminary clinical diagnosis, observing relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes, in case of the need to expand the standard scheme, be able to substantiate personalized recommendations under the control of the head physician in the conditions of a medical institution.

PLO 10. Determine the necessary mode of work, rest and nutrition on the basis of the final clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes.

PLO 12. To assess the general condition of a newborn child by making a reasoned decision according to existing algorithms and standard schemes, observing the relevant ethical and legal norms.

PRN 13. Assess and monitor the child's development, provide recommendations on feeding and nutritional features depending on age, organize preventive vaccinations according to the calendar.

PLO 14. Determine tactics and provide emergency medical care in emergency situations (according to list 3) in limited time in accordance with existing clinical protocols and standards of treatment.

PLO 17. To perform medical manipulations (according to list 5) in the conditions of a medical institution, at home or at work based on a previous clinical diagnosis and/or indicators of the patient's condition by making a reasoned decision, observing the relevant ethical and legal norms.

PLO 18. To determine the state of functioning and limitations of a person's life activity and the duration of incapacity for work with the preparation of relevant

documents, in the conditions of a health care institution, based on data on the disease and its course, peculiarities of a person's professional activity, etc.

Maintain medical documentation regarding the patient and the contingent of the population on the basis of regulatory documents.

PLO 20. Analyze the epidemiological situation and carry out mass and individual, general and local prevention of infectious diseases.

PLO 21. Search for the necessary information in the professional literature and databases of other sources, analyze, evaluate and apply this information.

PLO 22. Apply modern digital technologies, specialized software, statistical methods of data analysis to solve complex health care problems.

PLO 24. To organize the necessary level of individual safety (own and the persons they care about) in case of typical dangerous situations in the individual field of activity.

PLO 25. It is clear and unambiguous to convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.

PLO 29. Plan, organize and carry out measures for the specific prevention of infectious diseases, including in accordance with the National calendar of preventive vaccinations, both mandatory and recommended Manage vaccine residues, organize additional vaccination campaigns, including immunoprophylaxis measures.

Learning outcomes for the discipline:

1. Identify different clinical options and complications of the most common childhood infectious diseases;
2. Plan the examination of a sick child and interpret the obtained results for the most common childhood infectious diseases;
 1. Carry out differential diagnosis and make a preliminary clinical diagnosis of the most common childhood infectious diseases;
 2. To determine the tactics of managing a patient with the most common infectious diseases of childhood;
3. Demonstrate the ability to maintain medical documentation in the clinic of children's infectious diseases;
6. Diagnose and provide emergency care in the main emergency conditions in the pediatric infectious diseases clinic (shock (TSS, hypovolemic), coma, allergic reactions, asphyxia, cerebral edema, convulsive syndrome).

2. INFORMATION VOLUME OF THE EDUCATIONAL DISCIPLINE

2 ECTS credits / 60 hours are assigned to the study of the academic discipline.

Content section 1. **Pediatric droplet (respiratory) infections**

Specific goals:

1. To determine the place of pediatric droplet infections in the structure of infectious diseases in children.
2. To determine the etiology, peculiarities of the epidural process, the main phases of the pathogenesis of diseases.
3. Conduct a clinical examination of a sick child, identify symptoms and syndromes that characterize an infectious disease, establish a clinical diagnosis, assess the severity of the disease, the presence of emergency conditions.
4. Draw up an examination plan, evaluate the examination results.
5. Carry out differential diagnosis.
6. Determine indications for hospitalization, prescribe treatment.
7. To draw up a plan of anti-epidemic measures in the focus of infection.

Topic 1. Differential diagnosis and emergency conditions for influenza and SARS in children (influenza, parainfluenza, adenovirus, respiratory syncytial (RS), rhinovirus infection, COVID-19). Whooping cough Etiological, epidemiological, pathogenetic features, leading clinical symptoms and complications of the above-listed infections in children. Emergency conditions that may occur with these diseases (hyperthermic syndrome, acute stenotic laryngotracheitis, apnea during whooping cough, etc.), providing medical assistance for them. Tactics of managing patients with respiratory diseases and whooping cough, their prevention and immunoprophylaxis.

Topic 2. Differential diagnosis of diphtheria of the tonsils, infectious mononucleosis and diseases accompanied by acute tonsillitis syndrome in children. Clinical features of tonsillitis of various etiologies (streptococcal, staphylococcal, Simanovsky-Vincent, viral, fungal). Etiological, epidemiological, pathogenetic features, leading clinical symptoms and complications of the above-listed infections in children. Classification of diphtheria and tonsillitis. Patient management tactics. Emergency conditions that may occur with these diseases (hyperthermic syndrome, diphtheria croup, TSS in diphtheria), providing medical assistance for them. Prevention and immunoprophylaxis.

Topic 3. Differential diagnosis of infections with exanthema syndrome. Etiological, epidemiological, pathogenetic features, leading clinical symptoms, course options and complications of infections with exanthema syndrome (measles, rubella, chicken pox, scarlet fever, pseudotuberculosis). Differential diagnosis of exanthema syndrome in various infectious and non-infectious diseases. Severe atypical forms of chicken pox. Patient management tactics, organization of anti-epidemic measures in the focus of infection in diseases with exanthema syndrome. Immunoprophylaxis.

Content section 2. **Infectious diseases of the nervous system**

Specific goals:

1. Determine the place of infectious diseases of the nervous system in the structure of infectious diseases in children.
2. To determine the etiology, features of the epidural process, the main phases of the pathogenesis of the disease.
3. Conduct a clinical examination of a sick child, identify symptoms and syndromes that characterize an infectious disease, establish a clinical diagnosis, assess the severity of the disease, the presence of emergency conditions.
4. Draw up an examination plan, evaluate the examination results.
5. Carry out differential diagnosis with NS diseases of non-infectious origin.
6. Determine indications for hospitalization, prescribe treatment.
7. To draw up a plan of anti-epidemic measures in the focus of infection.

Topic 4. Differential diagnosis of neuroinfections in children. Meningococcal infection: etiological, epidemiological, pathogenetic features, leading clinical symptoms and variants of the course of meningococcal infection. Differential diagnosis of meningococemia with diseases accompanied by hemorrhagic rash (hemorrhagic vasculitis, thrombocytopenic purpura, etc.).

Differential diagnosis of enterovirus infection, poliomyelitis. Etiological, epidemiological, pathogenetic features, leading clinical symptoms and options for the course of diseases. Clinical forms, diagnosis, complications and residual effects, treatment, prevention.

Emergencies in neuroinfections: infectious-toxic shock (TSS) in meningococcal infection, brain edema, cerebral coma. Patient management tactics. Prevention and immunoprophylaxis.

Content section 3. **Infectious diseases of the gastrointestinal tract and hepatobiliary system in children.**

Specific goals:

1. Determine the place of acute intestinal infections and viral hepatitis in the structure of infectious disease in children.
2. To determine the etiology, features of the epidural process, the main phases of the pathogenesis of the disease.
3. Conduct a clinical examination of a sick child, identify symptoms and syndromes that characterize an infectious disease, establish a clinical diagnosis, assess the severity of the disease, the presence of emergency conditions.
4. Draw up an examination plan, evaluate the examination results.
5. Carry out differential diagnosis with diseases of the gastrointestinal tract of non-infectious origin.
6. Determine indications for hospitalization, prescribe treatment.
7. To draw up a plan of anti-epidemic measures in the focus of infection.

Topic 5. Differential diagnosis of GIT infections in children. Etiological, epidemiological, pathogenetic features, leading clinical symptoms and syndromes. Differential diagnosis of GIT infections between itself and with diseases of the

gastrointestinal tract of non-infectious origin, surgical pathology. Tactics of managing children with GIT infections (diagnosis, indications for hospitalization, treatment). Emergencies with GIT infections in children (toxicosis, exicosis, hypovolemic shock, neurotoxicosis, TSS, HUS), provision of medical assistance. Differential diagnosis and emergency conditions in viral hepatitis (VH) in children. Etiological, epidemiological, pathogenetic features, leading clinical symptoms, laboratory research data depending on the causative agent of VH. Differential diagnosis of typical and atypical forms of hypertension in children. Tactics of managing a patient with viral hepatitis. Diagnostic markers of hepatitis. Acute liver failure with acute hepatitis in children, clinical symptoms, assessment of the severity and prognosis of the course of hepatitis, taking into account the indicators of laboratory studies. Tactics of management of a patient with hypertension with acute liver failure syndrome. Providing emergency care. Differential diagnosis of VH with other parenchymal jaundice (drug-induced, toxic and autoimmune hepatitis, Gilbert's disease, tropical malaria, sepsis, yersiniosis, infectious mononucleosis, etc.). Differential diagnosis with suprahepatic and subhepatic jaundice.

3. STRUCTURE OF THE EDUCATIONAL DISCIPLINE

Topic	Lectures	Practical classes	SSS	Independent work.
Content module 1. Pediatric droplet (respiratory) infections				Self-examination of the child, identification of characteristic symptoms and syndromes of infectious diseases, evaluation of the results of laboratory studies. Justification of the clinical diagnosis. Appointment of therapy. writing micrographs for the patient.
Topic 1. Differential diagnosis and emergency conditions for influenza and ARVI in children. Whooping cough		6	5	
Topic 2. Differential diagnosis of diphtheria of the tonsils, infectious mononucleosis and diseases accompanied by acute tonsillitis syndrome in children.		6	5	
Topic 3. Differential diagnosis of infections with exanthema syndrome.		6	5	
Content module 2. Differential diagnosis of neuroinfections in children.				

Topic 4. Differential diagnosis of neuroinfections in children. Meningococcal, enterovirus infection, poliomyelitis. Emergency conditions in neuroinfections.		6	6	Drawing up a plan of anti-epidemic measures in the focus of infection. Compilation of tables on the differential diagnosis of symptoms, individual signs, laboratory indicators of the disease (rash, plaque, yellowness of the skin, bowel movements, indicators of hemogram, cerebrospinal fluid). Performing a lumbar puncture on a dummy. Preparation of a report for classes on the topic of independent work.
Content module 3. Differential diagnosis of infectious lesions of the gastrointestinal tract (GIT) and hepatobiliary system in children				
Topic 5. Differential diagnosis of GIT infections in children. Emergencies with GIT infections in children. Diagnosis and treatment Differential diagnosis and emergency conditions in viral hepatitis (VH) in children. Acute liver failure with hypertension in children.		6	6	
Test control (format A) on the topics of classes, solving situational ones tasks			3	
Total: ECTS credits – 2.0; hours – 60;		30	30	

4. THEMATIC PLAN OF LECTURES

Lectures are not provided for in the curriculum (according to order No. 881 dated 03/15/22 (appendix 1-4)

5. THEMATIC PLAN OF PRACTICAL LESSONS.

№	Topic	Number of hours
1.	Differential diagnosis and emergency conditions for influenza and ARVI in children (influenza; parainfluenza; adenovirus, respiratory syncytial (RS), rhinovirus infection; COVID-19). Whooping cough	6,0

2.	Differential diagnosis of diphtheria of the tonsils, infectious mononucleosis and diseases accompanied by acute tonsillitis syndrome in children.	6,0
3.	Differential diagnosis of infections with exanthema syndrome.	6,0
4.	Differential diagnosis of neuroinfections in children: meningococcal, enterovirus infection, poliomyelitis. Serous meningitis. Emergency conditions in neuroinfections.	6,0
5.	Differential diagnosis of GIT infections in children. Emergencies with GIT infections in children. Diagnosis and treatment Differential diagnosis and emergency conditions in viral hepatitis (VH) in children.	6,0
Total		30

1. ТЕМАТИЧНИЙ ПЛАН САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

№	Topic	Number of hours	Types of control
1.	Helminthiasis in children. Diagnostics. Treatment.	2	Current and final control
2.	Differential diagnosis of encephalitis in children, classification, clinical features, diagnosis, treatment.	2	
3.	Aseptic meningitis in children. Differential diagnosis of serous and purulent meningitis (primary, secondary, viral, bacterial) among themselves and with other conditions. Meningeal syndrome in the clinic of infectious diseases. Issues of clinical and laboratory diagnosis of neuroinfections.	2	

	Liquorological diagnosis.		
4.	Whooping cough in newborns.	2	
5.	Rabies	2	
6.	Differential diagnosis of mumps infection. Etiological, epidemiological, pathogenetic features, leading clinical symptoms and options for the course of diseases. Clinical forms, diagnosis, complications and residual effects, treatment, prevention.	2	
7.	HIV infection in children. Prevention of HIV infection, prevention of transmission from mother to child, diagnosis, treatment of HIV-infected children.	3	
8.	Whooping cough in newborns.	4	
9.	Rabies	2	
4.	Differential diagnosis of mumps infection. Etiological, epidemiological, pathogenetic features, leading clinical symptoms and options for the course of diseases. Clinical forms, diagnosis, complications and residual effects, treatment, prevention.	4	A student's report at a practical session and/or a practical conference
5.	Preparation for practical classes	5	Current control in practical classes
	Hours total	30	

A student's independent work is one of the organizational forms of learning, which is regulated by the working curriculum and is performed by the student independently outside the classroom. Possible types of independent work of students:

1. Preparation for practical classes and study of topics considered only in the plan of independent work of the student, search and study of additional literature,
2. Creation of algorithms, structural and logical schemes, writing abstracts, annotations, reports and presentations for speaking with messages at practical classes, on duty at the clinic outside of school hours.

The organization of independent work in the departments of the pediatric hospital should be provided by the teachers of the department.

Independent work of students is evaluated during the current control of the topic in the corresponding lesson.

7. INDIVIDUAL TASKS (disease histories, forensic medical reports, toxicological research reports, course and diploma, master's theses)

Not planned in the working curriculum for the academic year

8. TEACHING METHODS. It is necessary to present the system of organizing classes, the use of interactive methods, educational technologies used for the transfer and assimilation of knowledge, skills and abilities.

When studying the discipline "Children's infectious diseases", various teaching methods recommended for higher education are used, namely:

- 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 (showing and demonstrating slides, videos, studying literary and other sources of educational information, using visual teaching aids); methods of transmitting educational information using practical, labor actions and tactile perception of it (training tasks and creative exercises, examination of thematic patients, mastering of practical skills).

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

- according to the level of independent mental activity: problematic, partially exploratory, research.

By combining and summarizing the above teaching methods, when studying the discipline, it is advisable to implement such methods of organizing educational classes as:

- method of clinical cases,
- problem-oriented method,
- the method of individual educational and research and practical tasks,
- method of competitive groups,
- method of training technologies,
- the "business game" method,
- "brainstorming" method,
- the method of conducting conferences using interactive, interdisciplinary and information and computer technologies.

Types of educational activities of the student, according to the Curriculum, are lectures, practical classes, independent work of students.

Thematic plans of practical classes and SRS ensure the implementation of all topics included in the modules in the educational process.

Practical classes are clinical, aimed at monitoring the assimilation of theoretical material and the formation of practical skills and abilities, as well as the ability to analyze and apply the acquired knowledge to solve practical tasks, held in children's departments of the department's clinical bases.

- Each lesson begins with a test control in order to assess the initial level of knowledge and determine the degree of readiness of students for the lesson. The teacher determines the purpose of the lesson and creates positive cognitive motivation; answers students' questions that arose during SRS on the topic of the lesson.
- The main stage of the lesson consists in the student's practical work at the patient's bedside. The teacher and students make rounds of patients. Students examine sick children, collect anamnesis, examine them, perform diagnostic

manipulations, etc. 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 tasks. The teacher discusses and gives explanations, emphasizes the peculiarities of the course of the disease in a particular child, aims at a more rational implementation of this or that examination method, etc.

In addition, practical classes include:

- planning examination of a sick child;
- interpretation of laboratory and instrumental research data;
- differential diagnosis of the most common childhood diseases with typical or complicated course;
- determination of the previous clinical diagnosis;
- determination of therapeutic tactics;
- appointment of medical nutrition;
- provision of emergency medical assistance;
- solving situational problems;
- practicing practical skills on dummies and at the bedside of a sick child;
- maintaining medical records.

Mastery of the topic is controlled in practical classes according to specific goals: the ability to determine the etiological and pathogenetic factors of childhood infectious diseases, classify and analyze a typical clinical picture, draw up an examination plan and analyze the data of laboratory and instrumental examinations in the typical course of the disease, demonstrate mastery of the principles of treatment, rehabilitation and prevention of diseases, make a diagnosis and determine the main emergency conditions, assess the prognosis of the disease, plan anti-epidemic measures in the focus of infection, demonstrate mastery of the moral and deontological principles of a medical specialist and the principles of professional subordination in pediatrics.

9. CONTROL METHODS

The section should contain an explanation of the content and technology of assessing students' knowledge, namely, a list of all types of work that a student

must perform during the current, final control, independent work, individual tasks and their evaluation criteria.

The section indicates:

- Types of control (current and final)
- Final control form according to the curriculum (credit, differentiated credit, exam)
- Evaluation criteria

Types of control (current and final)

10. CURRENT CONTROL of the results of the educational activities of the students of the disciplines is carried out in order to check the knowledge, abilities and skills of the students during classroom (practical, laboratory, seminar) classes, as well as to check the results of the tasks of independent work.

The task of current control is to check the level of the student's readiness to perform specific work: assimilation of relevant educational material, acquisition of knowledge and formation of skills for solving specific issues and situations, ability to independently process texts, ability to comprehend the essence of the content of the lesson material, formation of skills to perform the necessary practical skills and manipulations, publicly or in writing to justify one's point of view, the ability to work in a team, the ability to bear responsibility for the recommendations and decisions made, etc.

Current control is carried out on the basis of a comprehensive assessment of the student's activity and acquired competencies (knowledge, abilities, skills, etc.), which includes control of the input level of knowledge, the quality of practical work, the level of theoretical training and the results of the initial control of the level of knowledge. Forms of ongoing control are determined by the department and reflected in the curriculum of the relevant discipline.

Evaluation of the current educational 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 academic performance. At the same time, all types of work and the list of competencies provided by the curriculum of the academic discipline and methodical development for studying the topic are taken into account. The student must receive a grade in each topic.

In all practical classes, objective control of theoretical training and acquisition of practical skills (standardized according to the implementation method) is used.

- The student answers 10-15 tests (tests on the subject of the lesson, format A)
- Answers standardized questions, the knowledge of which is necessary to understand the current topic.
- Demonstrates knowledge and skills of practical skills according to the theme of the practical session at the patient's bedside
- Solves a situational problem on the subject of the lesson.
- At the final stage of the lesson, in order to assess the student's mastery of the topic, he is asked to answer situational problems. The teacher summarizes the lesson, gives students tasks for independent work, points out key questions of the next topic and offers a list of recommended literature for independent study. Independent work of students, which is provided for in the topic along with the classroom, is evaluated during the current control of the topic in the corresponding lesson.

The duration of one practical lesson of the topic and taking into account the norms of the weekly classroom load is 6.0 academic hours.

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

Control methods

Theoretical knowledge:

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

Practical skills and abilities:

- control of implementation of standardized practical skills, provided by the plan of practical training of the student in the discipline;
- analysis of laboratory and instrumental studies;
- performing medical manipulations in pediatrics;

- providing assistance in emergency situations in children.

11. FORM OF FINAL CONTROL OF LEARNING SUCCESS (credit).

Assessment is a form of final control, which consists in assessing the student's learning of the educational material based solely on the results of his performance of certain types of work in practical, seminar or laboratory classes according to the national scale and the ECTS scale. The final control includes a semester control and attestation of the student of higher education on the compliance of his competences with the requirements of the standards of higher education. Discipline assessment is carried out after the end of its study, before the beginning of the examination session.

In the case when a student is studying according to an individual curriculum, a separate schedule of control measures is determined for him by order of the rector.

Students who have completed all types of work and tasks provided for by the curriculum for the semester in the relevant academic discipline, attended all practical training sessions provided for by the curriculum of the academic discipline, and have scored at least the minimum number of points for the current success rate are admitted to the semester final control (credit) . For students who have missed classroom training classes, it is allowed, with the permission of the dean, to work off academic debt by a certain specified deadline within the semester.

Credits are issued by teachers who conducted practical, seminar and other classes in the study group. Students receive credit if the average grade for the current academic performance during the semester is at least "3" (120 points on a 200-point scale). The entry is made in the student's record book and in the record and examination list.

Evaluation criteria. The totality of knowledge, abilities, skills, and other competences acquired by a student of higher education in the process of learning from each subject of an educational discipline is tentatively evaluated according to the following criteria:

– **5/"excellent"** – the student flawlessly mastered the theoretical material of the topic of the lesson, demonstrates deep and comprehensive knowledge of the relevant topic, the main provisions of scientific primary sources and recommended literature, thinks logically and constructs an answer, freely uses the acquired theoretical knowledge when analyzing practical material, expresses his attitude to certain problems, demonstrates a high level of assimilation of practical skills;

– **4/"good"** – the student has well mastered the theoretical material of the class, has the main aspects from primary sources and recommended literature, explains it in a reasoned way; possesses practical skills, expresses his thoughts on certain problems, but certain inaccuracies and errors are assumed in the logic of the presentation of theoretical content or in the performance of practical skills;

– **3/"satisfactory"** – the student has basically mastered the theoretical knowledge of the educational topic, orients himself in primary sources and recommended literature, but answers unconvincingly, confuses concepts, additional questions cause the student uncertainty or lack of stable knowledge; when answering questions of a practical nature, reveals inaccuracies in knowledge, does not know how to evaluate facts and phenomena, connect them with future activities, makes mistakes when performing practical skills;

– **2/"unsatisfactory"** – the student has not mastered the educational material of the topic, does not know scientific facts, definitions, hardly orients himself in primary sources and recommended literature, lacks scientific thinking, practical skills are not formed.

The results of current control (current success rate) are an indicator of the level of students' assimilation of the curriculum and fulfillment of the requirements for independent work of students. The results of the current control are the main information for determining the assessment during the assessment.

Control works for students can be conducted in the form of testing; solving practical tasks; solving practical situations; demonstration of practical skills.

In case of missing a practical class, the student is obliged to complete it in full within 2 weeks (14 calendar days) according to the department's practical class schedule, but no later than the last day of the credit week in the corresponding semester. If a student has missed more than 3 practical classes, he must obtain permission to complete them at the relevant dean's office. The duration and criteria for evaluating students' knowledge during the practical session are the same as in the corresponding session. The teacher on duty enters a note about the completion of the practical lesson and the evaluation in the Journal of accounting for the practical lessons of the department (Appendix 2), which is the basis for recording the lesson in the Journal of attendance and student success.

The current control of the results of the tasks of independent work is carried out during the current control of the topic in the corresponding lesson.

The department informs students about the procedure, content and criteria of current control at the first lesson on the discipline.

The results of the evaluation of the student's work during the semester are documented in the Logbook of students' attendance and success, as well as entered in the credit and examination information, the student's educational card, the student's credit book. Control, individual assignments completed by students during the semester are stored at the department for 1 year.

12. CALCULATION SCHEME AND DISTRIBUTION OF POINTS RECEIVED BY STUDENTS:

For disciplines in which the form of final control is credit:

The maximum number of points that a student can score for the current educational activity while studying the discipline is 200 points.

The minimum number of points that a student must score for the current educational activity in order to enroll in 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 arithmetic mean (CA), rounded to two decimal places. The obtained value is converted into points on a multi-point scale as follows:

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

For convenience, a calculation table is given on a 200-point scale:

Recalculation of the average grade for the current activity into a multi-point scale for disciplines ending with credit

4-point scale	200-point scale	4-point scale	200-point scale	4-point scale	200-point scale	4-point scale	200-point scale
5	200	4.45	178	3.92	157	3.37	135
4.97	199	4.42	177	3.89	156	3.35	134
4.95	198	4.4	176	3.87	155	3.32	133
4.92	197	4.37	175	3.84	154	3.3	132
4.9	196	4.35	174	3.82	153	3.27	131
4.87	195	4.32	173	3.79	152	3.25	130
4.85	194	4.3	172	3.77	151	3.22	129
4.82	193	4.27	171	3.74	150	3.2	128
4.8	192	4.24	170	3.72	149	3.17	127
4.77	191	4.22	169	3.7	148	3.15	126
4.75	190	4.19	168	3.67	147	3.12	125

4.72	189	4.17	167	3.65	146	3.1	124
4.7	188	4.14	166	3.62	145	3.07	123
4.67	187	4.12	165	3.57	143	3.02	121
4.65	186	4.09	164	3.55	142	3	120
4.62	185	4.07	163	3.52	141	Less then 3	Not enough
4.6	184	4.04	162	3.5	140		
4.57	183	4.02	161	3.47	139		
4.52	181	3.99	160	3.45	138		
4.5	180	3.97	159	3.42	137		
4.47	179	3.94	158	3.4	136		

Points from the discipline are independently converted both to the ECTS scale and to the 4-point (national) scale.

Points from the ECTS scale are not converted into a 4-point scale and vice versa.

The scores of students recruited from the discipline are ranked on the ECTS scale as follows:

ECTS assessment	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 are studying in one specialty and have successfully completed the study of the discipline. Students who receive grades of FX, F ("2") are not listed as ranked students. Students with an FX grade automatically receive an "E" grade after retaking.

The assessment of subjects, the form of final control of which is credit, is based on the results of the assessment of current educational activities and is expressed on a two-point scale: "passed" or "not passed". To enroll in a discipline, a student must receive at least 60% of the maximum number of points for the current educational activity (at least 120 points for a 200-point scale). The teacher enters the points and grade ("passed" or "not passed") in the assessment and examination list and in the student's record book (with the exception of the grade "not passed"). Points from the discipline are converted to the ECTS scale (see table). A grade of F (unsatisfactory with mandatory retake) is awarded to students who have attended

all classroom classes in the discipline but have not earned the minimum number of points for the current academic activity. Such students receive a grade of "failed" and are not allowed to take the exam session.

Discipline points	Evaluation 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 the student must score	3
Below the minimum number of points that the student must score	2

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

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

The objectivity of the evaluation of students' educational activity is checked by statistical methods (correlation coefficient between the ECTS grade and the grade on the national scale).

13. METHODOLOGICAL PROVISION (educational content (summary or extended lecture plan), plans for practical (seminar classes, tasks for laboratory work, independent work, questions, problems or cases for current and final control of students' knowledge and skills, comprehensive control work, post-certification monitoring acquired knowledge and skills in the academic discipline).

All types of educational activities have methodological support: lectures, practical classes, independent work of students.

Methodological support of the lecture course:

1. Abstracts of lectures.
2. Methodical developments of lectures.
3. Lecture presentations.
4. Video films and educational films on the topic of the lecture.

Methodical provision 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 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.

Methodological support of students' independent work:

1. Methodical guidelines for pre-audit preparation for practical classes.
2. Workbook for pre-auditor training.
3. Methodical instructions for performing practical skills.
4. Variants of tasks for independent work of students.

The following tools are used to diagnose learning success:

1. Test tasks of format A
2. Practical tasks to check mastery of practical skills
3. Situational tasks.

The development of test-control questions, structured situational problems and practical problems used to diagnose learning success should be based on the list of questions and practical skills that the student should learn when studying in accordance with the discipline "Children's Infectious Diseases". The sets of practical tasks are formed from the list of practical skills that the student should master during the study of the discipline, which are practical works standardized according to the method of execution.

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