MINISTRY OF HEALTH OF UKRAINE

**BUKOVINIAN STATE MEDICAL UNIVERSUTY**

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| --- | --- |
|  |   **"APPROVE"** |
|  | Vice-rector for scientific and pedagogical work |
|  | Associate Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_I.V. Gerush |
|  | “\_\_\_\_\_” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2021 |

**STUDENT GUIDE**

**(SYLLABUS)**

**of studying the discipline**

**Pediatrics with pediatric infectious diseases (module 4 "Pediatrics")**

**Field of knowledge** \_\_22 Healthcare\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­\_\_\_

 (code and name of the field of knowledge)

**Specialty**\_\_\_\_222 Medicine\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (code and name of the specialty)

**Educational degree**\_\_\_Specialist\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (master, bachelor, junior bachelor)

**Educational year**\_\_\_2021-2022\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form of study** \_\_\_full-time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (full-time, part-time, distance)

**Department** of pediatrics, neonatology and perinatal medicine\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (name of the department)

Approved at the methodical session of the department of pediatrics, neonatology and perinatal medicine "20" August 2020 (Protocol №1).

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Nechytailo Yu. M.

 (signature)

Approved by the subject methodical commission on pediatrics, obstetrics and "20" August 2020 (Protocol №1).

Chairman of the subject methodical

commission \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Kravchenko O.V.

 (signature)

Chernivtsi – 2021

**GENERAL INFORMATION**

1. **GENERAL INFORMATION ABOUT SCIENTIFIC AND PEDAGOGICAL WORKERS WHO TEACH THE SUBJECT**

|  |  |
| --- | --- |
| **Department**  | Pediatrics, neonatology and perinatal medicine |
| **Surname, name of scientific and pedagogical staff, scientific degree, academic status** | Nechytailo Yu. – professor, head of the departmentKovtiuk N. – associated professor, PhDNechytailo D. - associated professor, PhDBuriak O. - associated professor, PhD |
| **Web page of the department on the official website of the university** | https://www.bsmu.edu.ua/pediatriyi-neonatologiyi-ta-perinatalnoyi-meditsini/ |
| **Department website** | https://propped.bsmu.edu.ua |
| **E-mail** | prop\_ped@bsmu.edu.ua |
| **Address** | Bukovinska str. 4 |
| **Contact phone** | 0372564274 |

1. **GENERAL INFORMATION ABOUT THE DISCIPLINE**

|  |  |
| --- | --- |
| **Status of the discipline**  | normative  |
| **Number of credits** | 6 |
| **Total amount of hours** | 180 |
| **Lectures** | 0 |
| **Practical lessons** | 106 |
| **Individual work** | 74 |
| **Type of final control**  | final module control  |

1. **DESCRIPTION OF THE DISCIPLINE (ABSTRACT)**

The work program of the discipline "Pediatrics with Pediatric Infectious Diseases" reflects the current state of the industry and includes issues of the most important achievements of somatic pediatrics, emergencies in pediatrics, prevention and reduction of childhood morbidity. During the study, the student must achieve a high level of theoretical and professional training, knowledge of the history of modern pediatrics, its general concepts and methodological approaches. This provides a comprehensive understanding of the definition of various clinical variants and complications of the most common diseases of childhood, planning examination of a sick child and interpretation of the results of the most common diseases of childhood, differential diagnosis and preliminary clinical diagnosis of the most common diseases of childhood, tactics managing a patient with the most common diseases of childhood, diagnosing emergencies and providing emergency care for major emergencies in the pediatric clinic, demonstrating the ability to keep medical records in the pediatric clinic. The student was given questions of differential diagnosis of the most common diseases, namely, respiratory diseases in children, circulatory system diseases, hematopoietic system, endocrine pathology in children, digestive diseases, urinary system in children, the most common diseases of neonatal children, with emergency care at the main emergencies in the context of the above areas of pediatrics and dispensary supervision of healthy and sick children in the clinic.

1. **POLICY OF THE SUBJECT**
	1. ***List of normative documents:***
* Regulations on the organization of the educational process (<https://www.bsmu.edu.ua/wp-content/uploads/2020/03/polozhennya-pro-organizacziyu-osvitnogo-proczesu-u-vdnzu-bukovinskij-derzhavnij-medichnij-universitet.pdf>);
* Instructions for assessing the educational activities of BSMU students in the implementation of the European credit transfer system of the educational process (<https://www.bsmu.edu.ua/wp-content/uploads/2020/03/bdmu-instrukcziya-shhodo-oczinyuvannya-%D1%94kts-2014-3.pdf>);
* Regulations on the procedure for reworking missed and uncredited classes (<https://www.bsmu.edu.ua/wp-content/uploads/2019/12/reworks.pdf>);
* Regulations on the appeal of the results of the final control of knowledge of higher education (<https://www.bsmu.edu.ua/wp-content/uploads/2020/07/polozhennya-pro-apelyacziyu-rezultativ-pidsumkovogo-kontrolyu-znan.pdf>);
* Codex of Academic Integrity (<https://www.bsmu.edu.ua/wp-content/uploads/2019/12/kodeks_academic_faith.pdf>);
* Moral and ethical codex of students (<https://www.bsmu.edu.ua/wp-content/uploads/2019/12/ethics_code.docx>);
* Regulations on the prevention and detection of academic plagiarism (<https://www.bsmu.edu.ua/wp-content/uploads/2019/12/antiplagiat-1.pdf>);
* Regulations on the procedure and conditions for students to choose elective courses ([https://www.bsmu.edu.ua/wp- content/uploads/2020/04/nakaz\_polozhennyz\_vybirkovi\_dyscypliny 2020.pdf](https://www.bsmu.edu.ua/wp-%20content/uploads/2020/04/nakaz_polozhennyz_vybirkovi_dyscypliny%202020.pdf));
* Rules of internal labor regulations of the Higher State Educational Institution of Ukraine "Bucovynian State Medical University" (<https://www.bsmu.edu.ua/wp-content/uploads/2020/03/17.1-bdmu-kolektivnij-dogovir-dodatok.doc>).
	1. ***Policy on adherence to the principles of academic integrity of higher education students:***

- independent performance of educational tasks of current and final controls without the use of external sources of information;

- cheating during control of knowledge is prohibited;

- independent performance of individual tasks and correct registration of references to sources of information in case of borrowing of ideas, statements, information.

* 1. ***Policy on 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 university, to be tolerant, friendly and balanced in communication with students and teachers, 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.

* 1. ***Attendance policy for higher education students:***

- attendance at all training sessions (lectures, practical (seminar) classes, final modular control) is mandatory for the purpose of current and final assessment of knowledge (except for respectable reasons).

***4.5. Deadline policy and completion of missed or uncredited classes by higher education students:***

- reworks of missed classes are held according to the schedule of missed or uncredited classes and consultations.

1. **PRECISIONS AND POST-REQUIREMENTS OF THE EDUCATIONAL DISCIPLINE (INTERDISCIPLINARY RELATIONS)**

|  |  |
| --- | --- |
| **List of disciplines,****on which the study of academic discipline is based** | **List of academic disciplines,****for which the basis is laid as a result of studying the discipline** |
| Phisiology |  |
| Pathofisiology |  |
| Pathology |  |
| Biochemistry |  |
| Normal anatomy |  |
| Propedeutic of pediatrics |  |
| Endocrinology |  |

1. **PURPOSE AND TASKS OF THE EDDUCATIONAL DISCIPLINE:**

***6.1. The purpose*** of studying the discipline is to deepen theoretical knowledge, improve and master practical skills to identify different clinical variants and complications of the most common diseases of childhood, planning examination of a sick child and interpretation of results in the most common diseases of childhood, differential diagnosis and preliminary clinical diagnosis. the most common childhood diseases, determining the tactics of patient management in the most common childhood diseases, diagnosing and providing emergency care for major emergencies in the pediatric clinic, demonstrating the ability to maintain medical records in the pediatric clinic, as well as acquiring professional readiness of future doctors from the specialty "Medical business" to independent work.

***6.2. The main tasks of studying the discipline are:***

- to determine the etiological and pathogenetic factors of the most common diseases in children;

- to analyze the typical and atypical clinical picture of the most common diseases in children, to identify their complications;

- make a plan for examination of the patient and analyze the data of laboratory and instrumental examinations for the most common diseases in children and their complications, evaluate the prognosis;

- to carry out differential diagnosis, to substantiate and formulate the diagnosis of the most widespread diseases at children;

- to determine the tactics of management (recommendations regarding the regime, diet, treatment) of the patient with the most common diseases in children and their complications;

- diagnose and provide medical care in emergencies in pediatrics;

- to carry out primary and secondary prevention, rehabilitation at the most widespread diseases at children.

1. **COMPETENCIES, THE FORMATION OF WHICH IS CONTRIBUTED BY THE DISCIPLINE:**

 ***7.1. Integral competence:*** the ability to solve typical and complex specialized problems and practical problems in a professional activity in the field of health care, or in the learning process, which involves research and / or innovation and is characterized by complexity and uncertainty of conditions and requirements.

 ***7.2. General competencies:***

GP1 Ability to abstract thinking, analysis and synthesis, the ability to learn and be modernly trained.

GP2 Ability to apply knowledge in practical situations

GP3 Knowledge and understanding of the subject area and understanding of professional activity

GP4 Ability to make an informed decision; work in a team; interpersonal skills

***7.3. Professional (special) competencies:***

PC1 Skills of interviewing and clinical examination of the patient

PC2 Ability to determine the required list of laboratory and instrumental studies and evaluate their results

PC3 Ability to establish a preliminary and clinical diagnosis of the disease

PC5 Ability to determine the nature of nutrition in the treatment of diseases

PC6 Ability to determine the principles and nature of treatment of diseases

PC7 Ability to diagnose emergencies

PC8 Ability to determine the tactics of emergency medical care

PC9 Emergency care skills

PC11 Skills of medical manipulations

PC12 Ability to plan and conduct preventive and anti-epidemic measures for infectious diseases

PC13 Ability to determine the tactics of management of persons subject to dispensary supervision

PC14 Ability to keep medical records

1. **RESULTS OF STUDYING THE DISCIPLINE.**

As a result of studying the discipline the student must know and be able to:

***8.1., 8.2. Know and be able to:***

1. To determine the etiological and pathogenetic factors of the most common somatic and non-infectious diseases of childhood, diseases of newborns.

2. Classify and analyze the typical clinical picture of the most common somatic and non-infectious diseases of childhood, diseases of newborns.

3. To determine the features of diseases of newborns.

4. Make a plan of examination and analyze the data of laboratory and instrumental examinations in the typical course of the most common somatic and non-infectious diseases of childhood, diseases of newborns.

5. Diagnose and provide emergency care for major emergencies in newborns and children with the most common somatic and non-infectious diseases of childhood.

6. Carry out differential diagnosis and make a preliminary diagnosis in the typical course of diseases of newborns and the most common children's non-communicable diseases.

7. Assess the prognosis of the most common somatic and non-infectious diseases of childhood, diseases of newborns.

8. Make a preliminary diagnosis of the most common infectious diseases of children.

9. To determine the etiological and pathogenetic factors of the most common infectious diseases of children.

10. Distinguish the features of the clinical course and make a differential diagnosis of the most common infectious diseases of children.

11. To determine the main directions of treatment and rehabilitation for persistent disorders of body functions caused by the most common infectious diseases of children.

12. Identify preventive and anti-epidemic measures for the most common infectious diseases of children.

***8.3. Demonstrate:***

1. Knowledge of the principles of treatment, rehabilitation and prevention of diseases of newborns and the most common somatic and non-infectious diseases of childhood.

2. Possession of moral and deontological principles of a medical specialist and the principles of professional subordination in pediatrics.

1. **IINFORMATIONAL SCOPE OF THE DISCIPLINE**

The study of module 4 "Pediatrics" of the discipline "Pediatrics with Pediatric Infectious Diseases" is given 180 hours (6 ECTS credits), which consists of five content modules.

***Description of each discipline module:***

***9.1. Specific objectives of the module (content modules).***

Content module 1. Differential diagnosis of the most common diseases of the respiratory organs in children. Emergency care for major emergencies.

Specific goals:

- identify different clinical variants and complications of the most common respiratory diseases in children;

- plan the examination of a sick child and interpret the results of the most common respiratory diseases;

- to make a differential diagnosis and make a preliminary clinical diagnosis of the most common respiratory diseases;

- to determine the tactics of the patient with the most common respiratory diseases in children;

- diagnose and provide emergency care in emergencies caused by respiratory diseases in children;

- demonstrate the ability to keep medical records of sick children with respiratory pathology.

**Content module 2.** Differential diagnosis of the most common diseases of the circulatory system in children. Emergency care for major emergencies.

Specific goals:

- identify different clinical variants and complications of the most common diseases of the circulatory system in children;

- plan the examination of a sick child and interpret the results of the most common diseases of the circulatory system;

- to make a differential diagnosis and make a preliminary clinical diagnosis of the most common diseases of the circulatory system;

- determine the tactics of the patient with the most common diseases of the circulatory system in children;

- diagnose and provide emergency care in emergencies caused by diseases of the circulatory system in children;

- demonstrate the ability to keep medical records of sick children with pathology of the circulatory system.

**Content module 3.** Differential diagnosis of the most common diseases of the digestive system in children. Emergency care for major emergencies.

Specific goals:

- identify different clinical variants and complications of the most common diseases of the digestive system in children;

- plan examination of a sick child and interpret the results of the most common diseases of the digestive system;

- to make a differential diagnosis and make a preliminary clinical diagnosis of the most common diseases of the digestive system;

- determine the tactics of the patient with the most common diseases of the digestive system in children;

- diagnose and provide emergency care in emergencies caused by diseases of the digestive system in children;

- demonstrate the ability to keep medical records of sick children with pathology of the digestive system.

**Content module 4.** Differential diagnosis of the most common diseases of the urinary system in children. Emergency care for major emergencies.

Specific goals:

- identify different clinical variants and complications of the most common diseases of the urinary system in children;

- plan the examination of a sick child and interpret the results of the most common diseases of the urinary system;

- to make a differential diagnosis and make a preliminary clinical diagnosis of the most common diseases of the urinary system in children;

- determine the tactics of the patient with the most common diseases of the urinary system in children;

- diagnose and provide emergency care in emergencies caused by diseases of the urinary system in children;

- demonstrate the ability to keep medical records of sick children with pathology of the urinary system.

**Content module 5.** Dispensary supervision of healthy and sick children in the clinic. Emergency care for major emergencies.

Specific goals:

- identify different clinical options and complications during dispensary supervision of healthy and sick children in the clinic;

- plan examinations of children and interpret the results obtained during dispensary supervision of healthy and sick children in the clinic;

- to make a differential diagnosis and make a preliminary clinical diagnosis of children who are under dispensary supervision in the clinic;

- to determine the tactics of conducting children during dispensary supervision of healthy and sick children in the clinic;

- diagnose and provide emergency care to children who are under dispensary supervision in the clinic;

- demonstrate the ability to maintain pediatric medical records in the clinic.

***9.2. Thematic structure of the module (content modules).***

*Content module 1. Differential diagnosis of the most common respiratory diseases in children. Emergency care for major emergencies.*

Topic 1. Differential diagnosis of cough syndrome in children.

Topic 2. Differential diagnosis of shortness of breath syndrome. Pneumonia in children. Complications of pneumonia. Emergency care for acute respiratory failure in children.

Topic 3. Differential diagnosis of bronchial obstruction syndrome in children. Bronchial asthma. Emergency care for asthmatic status.

Topic 4. Differential diagnosis of cyanosis syndrome. Hereditary, congenital and chronic diseases of the bronchopulmonary system in children.

*Content module 2. Differential diagnosis of the most common diseases of the circulatory system in children. Emergency care for major emergencies.*

Topic 5. Differential diagnosis of cardiomegaly in children. Inflammatory heart disease. Emergency care for acute heart failure.

Topic 6. Differential diagnosis of heart murmurs. Congenital and acquired heart defects, cardiomyopathy. Circulatory failure syndrome.

Topic 7. Differential diagnosis of heart rhythm and conduction disorders in children. Emergency care for paroxysmal arrhythmias and Morgan-Adams-Stokes syndrome.

Topic 8. Differential diagnosis of fever of unclear genesis, non-infectious rash. Systemic connective tissue diseases and systemic vasculitis in children.

Topic 9. Differential diagnosis of joint syndrome in children. Juvenile rheumatoid arthritis, reactive arthritis.

*Content module 3. Differential diagnosis of the most common diseases of the digestive system in children. Emergency care for major emergencies.*

Topic 10. Differential diagnosis of abdominal pain syndrome, gastric dyspepsia. Functional and organic diseases of the stomach and duodenum in children.

Topic 11. Differential diagnosis of hepatosplenomegaly syndrome and portal hypertension. Diseases of the hepatobiliary system and pancreas in children. Emergency care for acute liver failure.

Topic 12. Differential diagnosis of constipation and diarrhea. Functional and organic diseases of the intestine in children.

*Content module 4. Differential diagnosis of the most common diseases of the urinary system in children. Emergency care for major emergencies.*

Topic 13. Differential diagnosis of dysuria syndrome. Infectious and inflammatory diseases of the urinary system in children. Dysmetabolic nephropathy and tubulopathy in children.

Topic 14. Differential diagnosis of edema and nephrotic syndrome. Primary and secondary glomerulonephritis in children. Acute and chronic renal failure in children.

*Content module 5. Dispensary supervision of healthy and sick children in the clinic. Emergency care for major emergencies.*

Topic 15. Medical observation of children in the first three years of life in the clinic. Counseling in the context of an incurable disease. The concept of counseling and its ethical principles. Counseling skills.

Topic 16. Differential diagnosis of jaundice in newborns. Organization of palliative care for children with incurable diseases.

Topic 17. Dispensary observation of children with perinatal pathology of the central nervous system. Psychological, spiritual and social issues of palliative care for children with incurable diseases and their loved ones.

Topic 18. Integrated management of childhood diseases. Features of management of pediatric patients in the terminal stage of the disease, care, methods, palliative treatment of the main symptoms and syndromes.

Topic 19. Features of medical care for adolescents. Differential diagnosis of arterial hypertension syndrome.

1. **STRUCTURE OF THE COURSE**

|  |  |
| --- | --- |
| Names of content modules and topics | Number of hours |
| Total | including |
| Classroom | Independentstudent work | Individual work |
| Lectures | Practicaloccupation |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Module 4. Pediatrics.** |
| **Content module 1.** Differential diagnosis of the most common respiratory diseases in children. Emergency care for major emergencies. |
| Topic 1. Differential diagnosis of cough syndrome in children. | 9 | 0 | 5 | 4 | Analysis of clinical cases, work with archival material of the clinic, preparation of literature review on clinical cases that have difficulties in differential diagnosis and / or treatment, presentation at the clinical medical and / or clinical-pathological conference. |
| Topic 2. Differential diagnosis of shortness of breath syndrome. Pneumonia in children. Complications of pneumonia. Emergency care for acute respiratory failure in children. | 8 | 0 | 5 | 3 |
| Topic 3. Differential diagnosis of bronchial obstruction syndrome in children. Bronchial asthma. Emergency care for asthmatic status. | 9 | 0 | 5 | 4 |
| Topic 4. Differential diagnosis of cyanosis syndrome. Hereditary, congenital and chronic diseases of the bronchopulmonary system in children. | 8 | 0 | 5 | 3 |
| ***Together on the content module 1*** | 34 | 0 | 20 | 14 |  |
| **Content module 2.** Differential diagnosis of the most common diseases of the circulatory system in children. Emergency care for major emergencies. |
| Topic 5. Differential diagnosis of cardiomegaly in children. Inflammatory heart disease. Emergency care for acute heart failure. | 9 | 0 | 5 | 4 | Analysis of clinical cases, work with archival material of the clinic, preparation of literature review on clinical cases that have difficulties in differential diagnosis and / or treatment, presentation at the clinical medical and / or clinical-pathological conference. |
| Topic 6. Differential diagnosis of heart murmurs. Congenital and acquired heart defects, cardiomyopathy. Circulatory failure syndrome. | 8 | 0 | 5 | 3 |
| Topic 7. Differential diagnosis of heart rhythm and conduction disorders in children. Emergency care for paroxysmal arrhythmias and Morgan-Adams-Stokes syndrome. | 9 | 0 | 5 | 4 |
| Topic 8. Differential diagnosis of fever of unclear genesis, non-infectious rash. Systemic connective tissue diseases and systemic vasculitis in children. | 8 | 0 | 5 | 3 |
| Topic 9. Differential diagnosis of joint syndrome in children. Juvenile rheumatoid arthritis, reactive arthritis. | 9 | 0 | 5 | 4 |
| ***Together on the content module 2*** | 43 | 0 | 25 | 18 |  |
| **Content module 3.** Differential diagnosis of the most common diseases of the digestive system in children. Emergency care for major emergencies. |
| Topic 10. Differential diagnosis of abdominal pain syndrome, gastric dyspepsia. Functional and organic diseases of the stomach and duodenum in children. | 9 | 0 | 5 | 4 | Analysis of clinical cases, work with archival material of the clinic, preparation of literature review on clinical cases that have difficulties in differential diagnosis and / or treatment, presentation at the clinical medical and / or clinical-pathological conference. |
| Topic 11. Differential diagnosis of hepatosplenomegaly syndrome and portal hypertension. Diseases of the hepatobiliary system and pancreas in children. Emergency care for acute liver failure. | 8 | 0 | 5 | 3 |
| Topic 12. Differential diagnosis of constipation and diarrhea. Functional and organic diseases of the intestine in children. | 9 | 0 | 5 | 4 |
| ***Together on the content module 3*** | 26 | 0 | 15 | 11 |  |
| **Content module 4.** Differential diagnosis of the most common diseases of the urinary system in children. Emergency care for major emergencies. |
| Topic 13. Differential diagnosis of dysuria syndrome. Infectious and inflammatory diseases of the urinary system in children. Dysmetabolic nephropathy and tubulopathy in children. | 9 | 0 | 5 | 4 | Analysis of clinical cases, work with archival material of the clinic, preparation of literature review on clinical cases that have difficulties in differential diagnosis and / or treatment, presentation at the clinical medical and / or clinical-pathological conference. |
| Topic 14. Differential diagnosis of edema and nephrotic syndrome. Primary and secondary glomerulonephritis in children. Acute and chronic renal failure in children. | 8 | 0 | 5 | 3 |
| ***Together on the content module 4*** | 17 | 0 | 10 | 7 |  |
| **Content module 5.** Dispensary supervision of healthy and sick children in the clinic. Emergency care for major emergencies. |
| Topic 15. Medical observation of children in the first three years of life in the clinic. Counseling in the context of an incurable disease. The concept of counseling and its ethical principles. Counseling skills. | 9 | 0 | 5 | 4 | Analysis of clinical cases, work with archival material of the clinic, preparation of literature review on clinical cases that have difficulties in differential diagnosis and / or treatment, presentation at the clinical medical and / or clinical-pathological conference. |
| Topic 16. Differential diagnosis of jaundice in newborns. Organization of palliative care for children with incurable diseases. | 8 | 0 | 5 | 3 |
| Topic 17. Dispensary observation of children with perinatal pathology of the central nervous system. Psychological, spiritual and social issues of palliative care for children with incurable diseases and their loved ones. | 9 | 0 | 5 | 4 |
| Topic 18. Integrated management of childhood diseases. Features of management of pediatric patients in the terminal stage of the disease, care, methods, palliative treatment of the main symptoms and syndromes. | 10 | 0 | 6 | 4 |
| Topic 19. Features of medical care for adolescents. Differential diagnosis of arterial hypertension syndrome. | 10 | 0 | 7 | 3 |
| ***Together on the content module 5*** | 46 | 0 | 28 | 18 |  |
| **Individual work** | 3 | - | - | 3 |  |
| **Final modular control** | 11 | - | 8 | 3 |  |
| **ALL HOURS** | **180** | **0** | **106** | **74** |  |

1. **THEMATIC PLAN OF LECTURES (not provided)**
2. **THEMATIC PLAN OF PRACTICAL (SEMINAR) CLASSES**

|  |  |  |
| --- | --- | --- |
| № | Name topics | Number ofyear |
|  | Differential diagnosis of cough syndrome in children. | 5 |
|  | Differential diagnosis of shortness of breath syndrome. Pneumonia in children. Complications of pneumonia. Emergency care for acute respiratory failure in children. | 5 |
|  | Differential diagnosis of bronchial obstruction syndrome in children. Bronchial asthma. Emergency care for asthmatic status. | 5 |
|  | Differential diagnosis of cyanosis syndrome. Hereditary, congenital and chronic diseases of the bronchopulmonary system in children. | 5 |
|  | Differential diagnosis of cardiomegaly in children. Inflammatory heart disease. Emergency care for acute heart failure. | 5 |
|  | Differential diagnosis of heart murmurs. Congenital and acquired heart defects, cardiomyopathy. Circulatory failure syndrome. | 5 |
|  | Differential diagnosis of heart rhythm and conduction disorders in children. Emergency care for paroxysmal arrhythmias and Morgan-Adams-Stokes syndrome. | 5 |
|  | Differential diagnosis of fever of unclear genesis, non-infectious rash. Systemic connective tissue diseases and systemic vasculitis in children. | 5 |
|  | Differential diagnosis of joint syndrome in children. Juvenile rheumatoid arthritis, reactive arthritis. | 5 |
|  | Differential diagnosis of abdominal pain syndrome, gastric dyspepsia. Functional and organic diseases of the stomach and duodenum in children. | 5 |
|  | Differential diagnosis of hepatosplenomegaly syndrome and portal hypertension. Diseases of the hepatobiliary system and pancreas in children. Emergency care for acute liver failure. | 5 |
|  | Differential diagnosis of constipation syndrome and diarrhea. Functional and organic diseases of the intestine in children. | 5 |
|  | Differential diagnosis of dysuria syndrome. Infectious and inflammatory diseases of the urinary system in children. Dysmetabolic nephropathy and tubulopathy in children. | 5 |
|  | Differential diagnosis of edema and nephrotic syndrome. Primary and secondary glomerulonephritis in children. Acute and chronic renal failure in children. | 5 |
|  | Medical observation of children in the first three years of life in the clinic. Counseling in the context of an incurable disease. The concept of counseling and its ethical principles. Counseling skills. | 5 |
|  | Differential diagnosis of jaundice in newborns. Organization of palliative care for children with incurable diseases. | 5 |
|  | Dispensary observation of children with perinatal pathology of the central nervous system. Psychological, spiritual and social issues of palliative care for children with incurable diseases and their loved ones. | 5 |
|  | Integrated management of childhood diseases. Features of management of pediatric patients in the terminal stage of the disease, care, methods, palliative treatment of the main symptoms and syndromes. | 6 |
|  | Features of medical care for adolescents. Differential diagnosis of arterial hypertension syndrome. | 7 |
|  | Final modular control. | 8 |
|  | Together | 106 |

1. **THEMATIC PLAN OF INDEPENDENT WORK**

|  |  |  |
| --- | --- | --- |
| № | Name topics | Number ofyear |
|  | Preparation for practical classes. | 68 |
|  | Elaboration of topics that are not included in the lesson plan. | 0 |
|  | Individual VTS: Analysis of clinical cases and presentation at a clinical conference. | 3 |
|  | Preparation for the final modular control. | 3 |
|  | Together | 74 |

**14. LIST OF INDIVIDUAL TASKS (if provided)**

Performing individual work involves writing essays on various topics in accordance with the working curriculum.

**Topics of abstracts:**

1. Differential diagnosis of pneumonia in children. Tactics of patient management in different clinical variants of pneumonia. Prevention of pneumonia and its complications in children.

2. Differential diagnosis of complications of pneumonia (pleurisy, abscess, pyothorax, pneumothorax) in children. Tactics of patient management in different clinical variants of complications of pneumonia in children.

3. Differential diagnosis of bronchitis and bronchiolitis in children. Tactics of patient management in different clinical variants of bronchitis in children. Prevention of bronchitis and bronchiolitis in children.

4. Differential diagnosis of chronic, hereditary and congenital diseases of the bronchopulmonary system (cystic fibrosis, idiopathic pulmonary hemosiderosis, primary ciliary dyskinesia, Wilms-Campbell syndrome, bronchomalacia, aplasia and aplasia of the lung, hyperplasia of the lungs, deficiency, deficiency).

5. Differential diagnosis of inflammatory heart disease (myocarditis, endocarditis, pericarditis) in children. Tactics of managing a sick child with myocarditis, endocarditis, pericarditis.

6. Differential diagnosis of cardiomyopathies in children. Tactics of managing a sick child with cardiomyopathy.

7. Differential diagnosis of congenital and acquired heart defects in children. Tactics of managing children with congenital and acquired heart defects.

8. Differential diagnosis of extra systole, paroxysmal tachycardia, atrial fibrillation and complete atrio-ventricular block.

9. Differential diagnosis of systemic connective tissue diseases in children. Tactics of management of patients with systemic connective tissue diseases in children.

10. Differential diagnosis of systemic vasculitis in children. Tactics of management of patients with systemic vasculitis in children.

11. Differential diagnosis of arthritis in children. Tactics of managing sick children. Prevention of reactive arthritis in children.

12. Differential diagnosis of functional (abdominal pain, irritable bowel syndrome, functional constipation) and organic (nonspecific ulcerative colitis) intestinal diseases in children.

13. Differential diagnosis of primary (disaccharide deficiency, exudative enteropathy, celiac disease, cystic fibrosis) and secondary (chronic enteritis, enterocolitis) disorders of intestinal absorption in children.

14. Differential diagnosis of chronic hepatitis in children. Prevention of chronic hepatitis and portal hypertension in children.

15. Differential diagnosis of the most common infectious and inflammatory diseases of the urinary system (urinary tract infections, urethritis, cystitis, pyelonephritis). Prevention of urethritis, cystitis, pyelonephritis.

16. Differential diagnosis of hereditary tubulopathies (phosphate diabetes, Debre de Tony-Fanconi syndrome, renal diabetes mellitus, renal tubular acidosis) in children.

17. Differential diagnosis of dysmetabolic nephropathy in children. Tactics of managing a sick child with dysmetabolic nephropathy.

18. Differential diagnosis of acute and chronic glomerulonephritis, interstitial and hereditary nephritis in children.

19. The procedure for conducting mandatory preventive examinations of children under three years of age in accordance with the regulations of the Ministry of Health of Ukraine.

20. Rational feeding and nutrition of a child under three years of age. Principles of effective counseling.

21. Tactics of the general practitioner at disturbance of physical and neuropsychic development of children of the first three years of life.

22. Differential diagnosis and prevention of the most common deficiency conditions (rickets, iron deficiency anemia) in young children.

23. Preventive vaccinations of children under three years of age in accordance with the regulations of the Ministry of Health of Ukraine. The procedure for preventive vaccinations on a separate schedule.

24. Differential diagnosis of jaundice in newborns.

25. Differential diagnosis of perinatal CNS lesions in infants.

26. Strategy of integrated management of childhood diseases and its purpose. General signs of danger of the child's condition.

27. The procedure and timing of mandatory preventive medical examinations of adolescents.

28. Assessment of physical development and puberty of adolescents. Prevention of obesity in adolescents. Medical and psychological counseling.

29. Differential diagnosis of primary and secondary hypertension in adolescents.

30. Counseling in the context of an incurable disease. The concept of counseling and its ethical principles.

31. Organization of palliative care for children with incurable diseases.

32. Features of management of patients of children's age in a terminal stage of a disease, care, methods, palliative treatment of the main symptoms and syndromes.

33. Psychological, spiritual and social issues of palliative care for children with incurable diseases and their loved ones.

1. **LIST OF THEORETICAL QUESTIONS TO THE FINAL MODULAR CONTROL**

1. Differential diagnosis of cough syndrome in children. Bronchitis and bronchiolitis in children. Tactics of patient management in different clinical variants of bronchitis in children. Prevention of bronchitis and bronchiolitis in children.

2. Differential diagnosis of pneumonia in children. Tactics of patient management in different clinical variants of pneumonia. Prevention of pneumonia and its complications in children.

3. Differential diagnosis of complications of pneumonia (pleurisy, abscess, pyothorax, pneumothorax) in children. Tactics of management of the patient at various clinical options of complications of pneumonia at children.

4. Emergency care for acute respiratory failure depending on the cause and severity.

5. Differential diagnosis of bronchial asthma and bronchial obstruction syndrome on the background of acute respiratory diseases in children of different ages. Establishing a preliminary diagnosis. Tactics of patient management in different clinical variants of the course of bronchoobstructive syndrome and its complications in children.

6. Providing emergency care for asthmatic status.

7. Prevention of bronchial asthma and bronchial obstruction syndrome on the background of acute respiratory diseases in children of different ages.

8. Differential diagnosis of chronic, hereditary and congenital diseases of the bronchopulmonary system (cystic fibrosis, idiopathic pulmonary hemosiderosis, primary ciliary dyskinesia, Wilms-Campbell syndrome, bronchomalacia, aplasia and pulmonary aplasia, lung hyperplasia, deficiency, .

9. Tactics of patient management in hereditary, congenital and chronic diseases of the bronchopulmonary system and their complications in children.

10. Prevention of hereditary, congenital and chronic diseases of the bronchopulmonary system in children.

11. Differential diagnosis of cardiomegaly syndrome in children. Inflammatory heart diseases: acute rheumatic fever, non-rheumatic carditis, infectious endo-carditis, pericarditis. Tactics of managing a sick child with myocarditis, endocarditis, pericarditis.

12. Differential diagnosis of cardiomyopathies in children. Tactics of managing a sick child with cardiomyopathy.

13. Differential diagnosis of congenital and acquired heart defects in children. Tactics of managing children with congenital and acquired heart defects.

14. Emergency care for acute heart and vascular insufficiency in children.

15. Secondary prevention of infectious endocarditis in children.

16. Differential diagnosis of extrasystole, paroxysmal tachycardia, atrial fibrillation and complete atrioventricular block. Tactics of patient management with extrasystole, paroxysmal tachycardia, atrial fibrillation, complete atrioventricular block in children. Prevention of cardiac arrhythmias and conduction in children.

17. Emergency care for paroxysmal tachycardia, atrial fibrillation, MAC syndrome in children.

18. Differential diagnosis of systemic connective tissue diseases in children. Tactics of management of patients with systemic connective tissue diseases in children. Primary and secondary prevention of acute rheumatic fever in children.

19. Differential diagnosis of systemic vasculitis in children. Tactics of management of patients with systemic vasculitis in children.

20. Differential diagnosis of arthritis in children. Tactics of managing sick children. Prevention of reactive arthritis in children.

21. Differential diagnosis of functional (cyclic vomiting syndrome, functional dyspepsia) and organic (chronic gastritis, chronic gastroduodenitis, gastric and duodenal ulcers) diseases of the upper digestive tract in children. Tactics of children with functional and organic diseases of the upper digestive tract in children. Prevention of peptic ulcer disease and its complications. Providing emergency care in case of complicated peptic ulcer disease in children.

22. Differential diagnosis of functional (abdominal pain, irritable bowel syndrome, functional constipation) and organic (nonspecific ulcerative colitis, Crohn's disease) intestinal diseases in children. Tactics of children with functional and organic diseases of the intestine.

23. Differential diagnosis of primary (disaccharide deficiency, exudative enteropathy, celiac disease, cystic fibrosis) and secondary (chronic enteritis, enterocolitis) disorders of intestinal absorption in children. Tactics of management of children at a primary and secondary syndrome of disturbance of intestinal absorption.

24. Differential diagnosis of biliary dyskinesia, acute and chronic cholecystitis in children. Tactics of management of sick children with biliary dyskinesia, acute and chronic cholecystitis. Prevention of biliary dyskinesia, acute and chronic cholecystitis in children.

25. Differential diagnosis of acute and chronic pancreatitis in children. Tactics of management of sick children at acute and chronic pancreatitis. Prevention of acute and chronic pancreatitis in children.

26. Differential diagnosis of chronic hepatitis in children. Tactics of patient management in chronic hepatitis in children. Hypersplenism syndrome. Prevention of chronic hepatitis and portal hypertension in children.

27. Emergency care in acute liver failure and complications of portal hypertension.

28. Differential diagnosis of the most common infectious and inflammatory diseases of the urinary system (urinary tract infections, pyelonephritis). Tactics of managing a sick child with infectious and inflammatory diseases of the urinary system and their complications. Prevention of urethritis, cystitis, pyelonephritis.

29. Differential diagnosis of hereditary tubulopathies (phosphate-diabetes, syndrome

where Tony-Debre-Fanconi, renal diabetes mellitus, renal tubular acidosis) in children. Tactics of managing a sick child with hereditary tubulopathies.

30. Differential diagnosis of dysmetabolic nephropathy in children. Tactics of managing a sick child with dysmetabolic nephropathy.

31. Principles of treatment of chronic renal failure in children.

32. Differential diagnosis of acute and chronic glomerulonephritis, interstitial and hereditary nephritis in children. Tactics of managing a sick child with acute and chronic glomerulonephritis.

33. Providing emergency care in acute renal failure in children.

34. The procedure for conducting mandatory preventive examinations of a child under three years of age. Assessment of physical and psychomotor development of a child under three years.

35. Rational feeding and nutrition of a child under three years of age. Principles of effective counseling.

36. Tactics of a general practitioner in violation of physical and neuropsychological development of children in the first three years of life.

37. Differential diagnosis and prevention of the most common deficiency conditions (rickets, iron deficiency anemia) in young children.

38. Prophylactic vaccinations of children under three years.

39. Differential diagnosis of jaundice in newborns. Tactics of managing newborns with manifestations of jaundice at the site.

40. Differential diagnosis of perinatal CNS lesions in infants. Tactics of management of children with perinatal lesions of the CNS in the clinic.

41. Strategy of integrated management of childhood diseases and its purpose. General signs of danger of the child's condition.

42. Assessment, classification, treatment, consultation and follow-up for cough, shortness of breath, diarrhea, ear problems, sore throat, fever, eating disorders and anemia, HIV in children 2 months to 5 years of age .

43. Assessment, classification, treatment, consultation and follow-up in children under 2 months of age with jaundice, diarrhea, feeding problems and low body weight, severe disease and local bacterial infection.

44. The procedure and timing of mandatory preventive medical examinations of adolescents.

45. Assessment of physical development and puberty of adolescents. Prevention of obesity in adolescents. Medical and psychological counseling.

46. ​​Clinical variants of autonomic dysfunction in children. Tactics of a general practitioner for autonomic dysfunction and hypertension in children. Prevention of autonomic dysfunction and hypertension in children.

47. Differential diagnosis of primary and secondary hypertension in adolescents. Tactics of management of the patient with arterial hypertension on sites.

1. **LIST OF PRACTICAL TASKS AND WORKS FOR THE FINAL MODULAR CONTROL**

**I. Analysis of laboratory and instrumental research**

1. General clinical blood test.

2. General clinical analysis of urine.

3. Analysis of urine according to Zymnytsky.

4. Analysis of urine by Nechiporenko.

5. Analysis of urine for diastase.

6. General analysis of feces.

7. Blood protein and its fractions, acute phase parameters.

8. Blood glucose.

9. Blood electrolytes.

10. Lipid profile of blood.

11. Alkaline blood phosphatase.

12. Blood transaminases.

13. Creatinine, blood urea.

14. 14. Total blood bilirubin and its fractions, analyze the Polachek curve.

15. Coagulogram.

16. Analysis of pleural fluid.

17. Analysis of synovial fluid.

18. General analysis of sputum.

19. General immunological profile of blood.

20. Serological reactions in autoimmune diseases.

21. Microbiological study of biological fluids and secretions.

22. Radiation examination of the CNS, thoracic and abdominal organs, urinary system.

23. Study of the function of external respiration.

24. Electrocardiography.

25. Endoscopic examination of the bronchi.

26. Endoscopic examination of the digestive tract.

27. Echocardiography.

28. Radiation examination of bones and joints.

29. Radiation study of the CNS.

30. Tuberculin diagnosis

31. Fractional study of gastric juice, bile and pH-metry of the stomach.

**II. Medical manipulations**

1. Carry out ECG recording.

2. Inject drugs.

3. Measure blood pressure.

4. Catheterize the bladder with a soft probe.

5. Perform a pleural puncture.

6. Perform artificial respiration, indirect heart massage.

7. Determine blood groups, rhesus affiliation.

 **III. Providing assistance in emergencies**

1. Asthmatic status.

2. Acute respiratory failure.

3. Acute heart failure.

4. Attack of paroxysmal tachycardia.

5. Morgan-Adams-Stokes syndrome.

6. Hypertensive crisis.

7. Collapse.

8. Acute liver failure.

9. Acute renal failure.

10. Gastrointestinal bleeding.

1. **METHODS AND FORMS OF CONTROL**

Forms of control and assessment system are carried out in accordance with the requirements of the discipline program and instructions on the system of assessment of students' learning activities in the credit-module system of organization of the educational process, approved by the Ministry of Health of Ukraine (2005).

Assessment per module is defined as the sum of assessments of current learning activities (in points) and assessment of final module control (in points), which is set when assessing theoretical knowledge and practical skills in accordance with the lists defined by the program in the discipline.

The maximum number of points assigned to students when mastering each module (credit) - 200, including for current educational activities - 120 points (60%), according to the results of the final module control - 80 points (40%).

Current control is carried out at each practical lesson in accordance with the specific objectives of each topic. When evaluating students' learning activities, it is necessary to give preference to standardized methods of control: testing, structured written work, structured according to the procedure of control of practical skills in conditions close to real ones.

Assessment of independent work of students in preparation for classroom practical classes is carried out during the current control of the topic in the relevant classroom.

The final module control is carried out upon completion of the study of all topics of the module at the last control lesson from the module.

Students who have completed all types of work provided by the curriculum, and during the study of the module scored the number of points, not less than the minimum, are allowed to the final control.

The form of the final module control is standardized and includes control of theoretical (test control) and practical training (demonstration of student skills at the bedside of a sick child, solving structured situational problems, performing manipulations).

The final test control includes 120 test tasks. The maximum number of points is 30 (0.25 points for 1 correct answer). The final test control is carried out according to a separate schedule approved by the vice-rector for scientific and pedagogical work. The results of the test control are evaluated positively if the student gave at least 75% of the correct answers.

Students perform practical skills at the patient's bedside (assessment of the general condition of the sick child, analysis of anamnesis data, objective examination and determination of clinical changes in organs and systems, justification of previous diagnosis, treatment, emergency measures, etc.). The maximum number of points is 30.

Solving a complex structured situational problem, which includes the interpretation of laboratory and instrumental research data, substantiation of clinical diagnosis, determination of therapeutic tactics, appointment of treatment or emergency care. The maximum number of points - 10. Performing one of the list of manipulations - 10 points.

The maximum number of points of the final module control is equal to 80. The final module control is considered credited if the student has scored at least 50 points.

1. **EVALUATION OF THE LEVEL OF STUDENT TRAINING IN THE DISCIPLINE**

System for converting the traditional score system into points:

The traditional grade "5" corresponds to the maximum number of points that a student can receive when studying the topic of practical training. Scores "4" and "3" are in points, respectively, 80% and 60% of the maximum score in points.

The maximum number of points that a student can score when studying the module is 120. It is the result of multiplying the number of points corresponding to a grade of "5" by the number of topics in the module with the addition of points for individual independent work.

The minimum number of points that a student can score when studying the module is calculated by multiplying the number of points corresponding to the grade "3" by the number of topics in the module.

Points for individual work are added to the sum of points earned by the student for the current educational activity.

*Criteria for assessing the educational activities of students during the study of module 4 "Pediatrics".*

*Criteria for assessing current learning activities*

Practical classes during the study of the module "Pediatrics" are structured and provide a comprehensive assessment in points of all types of educational activities (learning tasks), which students perform during the practical lesson:

1) At the initial stage, a test control of the student's knowledge is carried out. The results of the test control are evaluated positively if the student gave at least 70% of the correct answers. With fewer correct answers, the student does not receive points. In the overall assessment of current learning activities, this stage is 25% of the assessment while working in the classroom, ie 2 points.

2) At the main stage of the practical lesson the practical work of students at the bedside of a sick child to determine clinical variants and complications of the most common childhood diseases, determine the tactics of the patient, plan examination of the sick child and interpret the results, differential diagnosis and preliminary clinical diagnosis, maintaining medical records, providing emergency care for major emergencies in the pediatric clinic, as well as solving situational problems, which include practical skills in assessing the data of laboratory and instrumental studies, algorithms for providing emergency care, testing manipulations on models.

In the general assessment of current educational activity, this stage is 50% of the assessment of work during the practical lesson. The maximum score is 4 points.

3) At the final stage of the practical lesson control is carried out through the solution of a structured clinical problem on the topic of the lesson, including emergencies, which allows to assess the degree of achievement of the educational goal. In the overall assessment of current educational activities, this stage is 25% (written answer to 2 questions of the problem with a score of 1 point each).

*Discipline assessment:*

Assessment in the discipline "Pediatrics with Pediatric Infectious Diseases" is given only to students who have passed six modules in the discipline.

The grade for the discipline is set as the average of the grades for 6 modules, on which the discipline is structured.

Incentive points by the decision of the Academic Council of the University may be added to the number of points in the discipline to students who have scientific publications or won prizes for participation in the Olympiad in the discipline among higher medical educational institutions of Ukraine, etc.

*Distribution of points assigned to students.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module number number of study hours / number of credits ECTS | Number of content modules, their numbers | Number of practical classes | Conversion into scores of traditional grades | Minimum number of points |
| Traditional estimates | Points for individual tasks |
| **«5»** | **«4»** | **«3»** | **«2»** |
| Module 4 180/6,0 | 5(№№ 1-5) | 19 | 6 | 5 | 4 | 0 | 6\* | 76 |

\* Types of individual work and conversion into points:

1. Analysis of clinical cases - 3 points;

2. Speeches at clinical conferences - 4 points;

3. Preparation of abstracts on the topics of independent classes - 2 points;

4. Carrying out of sanitary-educational work in departments and school educational institutions - 3 points;

5. Analysis of clinical cases, speeches at clinical conferences, preparation of abstracts on the topics of independent classes - 6 points.

*Conversion of the number of points from the discipline into grades on the ECTS scale and four-point (traditional) scale.*

Discipline scores for students who have successfully completed the discipline program are converted by the department into a traditional four-point scale according to absolute criteria as shown in the table below.

|  |  |
| --- | --- |
| Score on a 200-point scale | Score on a four-point scale |
| From 180 to 200 points | «5» |
| From 150 to 179 points | «4» |
| From 149 to the minimum number of points that a student must score | «3» |
| Below the minimum number of points that a student must score | «2» |

Points from the discipline are independently converted into an ECTS scale in the deans' offices and a four-point scale at the department.

Students who study in one specialty, taking into account the number of points scored in the discipline are ranked on the ECTS scale as follows:

|  |  |
| --- | --- |
| ECTS assessment | Statistical indicator |
| А | The best 10% of students |
| В | The next 25% of students |
| С | The next 30% of students |
| D | The next 25% of students |
| Е | The remaining 10% are students |

Ranking on assignment of grades "A", "B", "C", "D", "E" is carried out for students of one course of one faculty who have successfully completed the study of the discipline.

Grades "FX, F" are given to students who have not enrolled in at least one module of the discipline after completing its study.

Students who receive grades "FX" and "F" ("2") are not included in the list of ranked students, even after re-taking the module. Such students automatically receive a score of "E" after re-assembly.

The grade "FX" is given to students who have scored the minimum number of points for the current academic activity, but who do not pass the final module control. This category of students has the right to rearrange the final module control. Reassembly of the final module control is allowed no more than twice.

Grade "F" is given to students who have attended all classes in the module, but did not score the minimum number of points for the current educational activity and are not admitted to the final module control. This category of students has the right to re-study the module.

N.B. Assessment of current educational activities, modular control and discipline in general is carried out in accordance with the "Instructions for assessing the educational activities of students of Bukovina State Medical University in the implementation of the European credit transfer system of educational process" (approved by the Academic Council of May 29, 2014, protocol № 9).

1. **RECOMMENDED LITERATURE**
2. Growth and development of the child / Nechytailo Yu.M., Nechytailo D. Yu, Buriak O.G. – Chernivtsi, 2012. – 145 p.
3. Manual of propedeutic pediatric / Nykytyuk S.O. et all. - Ternopil “Ukrmedkniga”, 2005.- 467 p.
4. Nelson textbook of pediatrics / R.E.Behrman, V.C.Vaughan. - W.B.Saunders.-2020.-1899 p.
5. A guide for physical examination and history talking / B.Bates. - Lippincott, 7th ed.-2019.-661 p.
6. Physical examination and health assessment / C.Jarvis. - W.B.Saunders.-2018.- 952 p.
7. Zitelli and Davis' Atlas of Pediatric Physical Diagnosis 7th Edition / Basil J. Zitelli, Sara C McIntire, Andrew J Nowalk. – Elsevier. – 2018. – 876p.

**Information resources:**

1. BSMU Repository "BSMU Intellectual Funds" - <http://dspace.bsmu.edu.ua:8080/xmlui>.
2. 2. List of electronic textbooks for independent work of students - <http://medlib.bsmu.edu.ua/informacijni-resursi/elektronni-knigi-na-cd-ta-dvd-nosiah>.
3. Electronic medical libraries – <http://medlib.bsmu.edu.ua/internet-resursi/elektronni-medicni-biblioteki>.

4. Materials for preparation for practical classes -

 <http://moodle.bsmu.edu.ua/course/view.php?id=1541>.

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