

EUROPEAN MEDICAL UNIVERSITY

SYLLABUS OF THE EDUCATIONAL DISCIPLINE "PEDIATRICS, PEDIATRIC INFECTIONS "

Cycle of Higher Education:	second cycle of higher education (Master's degree)
Field of Study:	22 «Healthcare»
Specialty:	222 «Medicine»
Educational qualification:	Master of Medicine
Professional qualification:	doctor

Teacher's:

Chief of Department of obstetrics, gynecology and pediatrics, MD, PhD, DrMedSc, professor Shumna Tamila Yevhenivna - TEL NO: 380932849075; E-mail: tshumnaya72@gmail.com

Ass. Prof. of Department of obstetrics, gynecology and pediatrics, PhD Kovtunenکو Raisa Viktorivna - TEL NO: 380675655840; E-mail: raisakovtunenکو47@gmail.com

Ass. of Department of obstetrics, gynecology and pediatrics Efanova Alla Oleksandrivna - TEL NO: +380507538449; E-mail: EfanovaAllaAlex@gmail.com

Ass. of Department of obstetrics, gynecology and pediatrics Solomenko Mykhailo Vyacheslavovich - TEL NO: 38067630698; E-mail: michaelل@i.ua

1. Name, Code of the discipline and number of credits**SYLLABUS OF THE EDUCATIONAL DISCIPLINE "PEDIATRICS"**

Cycle of Higher Education: second cycle of higher education (Master's degree)

Field of Study: 22 «Healthcare»

Specialty: 222 «Medicine» (5 course)

Educational qualification: Master of Medicine

Professional qualification: doctor

Semester: 10.

Number of credits ECTS of section "Pediatrics" (number of hours): 4 credits ECTS (120 hours). Distribution by types of trainings and hours of study – Lectures 10 hours, Practical lessons – 50 hours, Independent work – 60 hours.

Number of credits ECTS of section "Pediatric Infectious Disease" (number of hours): 1,5 credits ECTS (45 hours). Distribution by types of trainings and hours of study – Lectures 4 hours, Practical lessons – 16 hours, Independent work – 25 hours.

Number of credits ECTS of "Pediatrics" (number of hours): 5,5 credits ECTS (165 hours). Distribution by types of trainings and hours of study – Lectures 14 hours, Practical lessons – 66 hours, Independent work – 85 hours.

2. Time and place of educational discipline

Semester: 10.

dp3obspeд@dmitnm.edu.ua

3. Prerequisites and Postrequisites of educational discipline

Prerequisites: "Pediatrics" as an academic discipline is based on the knowledge acquired by students in the following disciplines: Medical Biology, Human Anatomy, Physiology, Biological and Bioorganic Chemistry, Microbiology, Virology and Immunology, Pathomorphology, Pathophysiology, Radiology, Pharmacology and clinical disciplines: propaedeutics of clinical medicine, obstetrics and gynecology, surgery, with which the program of the academic discipline

"Pediatrics" is integrated. "Pediatrics" discipline is integrated with Internal Medicine, Pediatric Infections, General Practice (Family Medicine), etc.

4. Characteristic of the educational discipline

4.1. Purpose and definition of the educational discipline:

The purpose of studying "Pediatrics" is to provide (at the pre-graduate and postgraduate stages within a single academic discipline) the sequence of learning of theoretical knowledge and practical skills, using the principles of stage-by-stage teaching and the sequence of growth of competencies, which will contribute to improving the quality of training of general specialists, taking into account the specifics of the specialty.

"Pediatrics" is an academic discipline that gives concepts about the most common diseases of young children, about the pathology of newborns, diseases of the blood and urinary system in children, diseases of the respiratory, digestive, endocrine system, allergic diseases in children, pediatric cardiorheumatology.

4.2. Tasks of educational “pediatrics” discipline

- To define etiologic and pathogenic factors of widespread somatic diseases in children.
- Classify and analyse typical clinical picture of widespread somatic diseases in children.
- Define peculiarities of child and infant diseases.
- Perform differential diagnostics and propose provisional diagnosis in typical courses of widespread somatic diseases in children.
- Demonstrate knowledge of therapeutic approach, rehabilitation and prophylaxis of widespread somatic diseases in children.
- Make examining plan and analyse lab and instrumental data of typical disease courses in widespread somatic diseases in children.
- Evaluate prognosis in widespread somatic diseases in children.
- Diagnose and perform emergency aid in severe cases in patient with widespread somatic diseases in children.
- Conduct primary and secondary prevention of disease in children.
- Carry out medical procedures.
- Demonstrate moral-deontological mastering of professional principles according to professional subordination in pediatrics.

4.3. Appointment of the discipline

Competencies.

Integral competence:

Ability to solve complex problems and problems in a certain field of professional activity or in the learning process, which involves research and / or innovation and is characterized by uncertainty of conditions and requirements.

General competencies:

- Ability to abstract thinking, analysis and synthesis.
- Ability to learn and master modern knowledge.
- Ability to apply knowledge in practical situations.
- Knowledge and understanding of the subject area and understanding of professional activity.
- Ability to adapt and act in a new situation.
- Ability to make informed decisions.
- Ability to work in a team.
- Ability to choose a communication strategy; to show skills of interpersonal interaction.
- Ability to communicate in the state language both orally and in writing.
- Have the skills to use information and communication technologies.
- Definiteness and persistence in relation to the set tasks and responsibilities.
- Ability to act socially responsibly and consciously.
- Ability to act on the basis of ethical considerations (motives).

Special (professional, subject) competencies:

- Skills of interviewing and clinical examination of the patient.
- Ability to determine the required list of laboratory and instrumental studies and evaluate their results.
- Ability to establish a preliminary and clinical diagnosis of the disease.
- Ability to determine the principles and nature of treatment of diseases.
- Ability to determine the required mode of work and rest in the treatment of diseases.
- Ability to diagnose emergencies.
- Ability to determine the tactics of emergency medical care.
- Emergency care skills.
- Skills to perform medical manipulations.
- Ability to determine the tactics of management of persons subject to dispensary supervision.
- Ability to keep medical records.

Program learning outcome:

- Collect data on patient complaints, medical history, life history, conduct and evaluate the results of physical examination.
- Evaluate information about the diagnosis using a standard procedure based on the results of laboratory and instrumental studies.

- Highlight the leading clinical symptom or syndrome. Establish the most probable or syndromic diagnosis of the disease. Assign laboratory and / or instrumental examination of the patient. Carry out differential diagnosis of diseases. Establish a preliminary and clinical diagnosis.
- Determine the necessary mode of work and rest in the treatment of the disease.
- Determine the necessary therapeutic nutrition in the treatment of the disease.
- Determine the principles and nature of treatment (conservative, operative) disease.
- Determine the tactics of emergency medical care based on the diagnosis of emergency.
- Provide emergency medical care based on an emergency diagnosis.
- Perform medical manipulations.
- To determine the tactics of examination and secondary prevention of patients subject to dispensary supervision; tactics of examination and primary prevention of healthy persons subject to dispensary supervision; calculate and prescribe the necessary food for children in the first year of life.
- To determine the presence and degree of restrictions on life, type, degree and duration of disability with the execution of relevant documents.
- Be able to keep medical records.
- Organize the work of medical staff; to form rational medical routes of patients; organize interaction with colleagues, organizations and institutions; apply tools to promote medical services.
- Adhere to the requirements of ethics, bioethics and deontology in their professional activities.
- Organize the necessary level of individual safety (own and those cared for) in case of typical dangerous situations in the individual field of activity.

4.4 Content of the discipline

Lectures plan of section “Pediatrics” (L)

Semester: 10.

1. Features of adaptation of premature newborns. Organization of nursing and feeding of premature babies.
2. Asphyxia of newborns. Resuscitation of newborns. Birth trauma of newborns. Hemolytic disease of newborns. Resuscitation of newborns.
3. Respiratory diseases in newborns and bacterial infections in newborns. Sepsis.
4. Diseases of the blood system in children.
5. Diseases of the urinary system in children. Chronic kidney disease.

Lectures plan of section “Pediatric Infectious Disease” (L)

1. Viral exanthems in children are infections that are controlled by vaccines.
2. Infectious diseases of the nervous system (meningococcal infection, poliomyelitis).

Practical lessons plan of section “Pediatrics” (PL)

Semester: 10.

1. Features of adaptation of premature newborns. Organization of nursing and feeding of premature babies and children with intrauterine growth retardation.
2. Asphyxia of newborn. Emergency, resuscitation and post-resuscitation care for the newborn. Hypoxic-ischemic damage to the central nervous system.
3. Birth trauma of the nervous system: cerebral (epidural, subdural, subarachnoid outpourings), spinal (Duchenne-Erb, Dejerine-Klumpke paralysis).
4. Respiratory diseases in newborns. Respiratory distress - syndrome of premature babies. Pneumonia of newborns.
5. Neonatal jaundice. Neonatal hyperbilirubinemia: hemolytic disease of newborns. Hemorrhagic disease of newborns.
6. Bacterial infections of newborns. Purulent-inflammatory diseases in newborns. Infectious diseases of the skin, umbilical wound. Sepsis of newborns.
7. TORCH infections in newborns.
8. Anemia in children.
9. Hemoblastosis in children. Acute leukemia. Hodgkin's lymphoma.
10. Hemophilia in children. Idiopathic thrombocytopenic purpura.
11. Urinary system infections in children Cystitis. Pyelonephritis.
12. Primary glomerulonephritis in children. Nephrotic syndrome. Dysmetabolic nephropathy in children. Tubulointerstitial nephritis. Chronic kidney disease.
13. Summary control.

Practical lessons plan of section “Pediatric Infectious Disease” (PL)

1. Chicken pox, Measles. Rubella. Polio. Infectious mononucleosis.
2. Scarlet fever. Whooping cough. Parotitis. Meningococcal infection.
3. Intestinal viral infections.
4. Acute viral hepatitis and diseases caused by the immunodeficiency virus.
5. Summary control.

Independent work topics of section “Pediatrics” (IW)

Semester: 10.

1. Intraventricular hemorrhages.
2. Birth trauma: cephalohematoma, clavicle fracture.

3. Massive neonatal aspiration syndrome. Congenital pneumonia.
4. Conjugation hyperbilirubinemia. Parenchymal and obstructive hyperbilirubinemia.
5. Necrotizing enterocolitis. Bacterial meningitis.
6. Curing the patient, writing and defending the case history.
7. Hemolytic, hypo -, aplastic, and post-hemorrhagic anemia.
8. Chronic leukemias. Non-Hodgkin's lymphomas: Burkitt's lymphoma.
9. Disseminated intravascular coagulation syndrome.
10. Vesicoureteral reflux. Neurogenic bladder.
11. Hereditary nephritis. IgA-nephropathy.
12. Primary hyperoxaluria.

Independent work topics of section “Pediatric Infectious Disease” (IW)

1. Childhood droplet infections: chickenpox, measles, diphtheria, mumps, influenza and acute viral infections.
2. Polio. Meningococcal infection.
3. Infectious mononucleosis.
4. Congenital infections of newborns.
5. Curation of patients and writing a medical history.

4.5 Credit structure of section “Pediatrics”

Content section 1. “Neonatology”					
Lecture	hours	Practical lessons	hours	Independent work	hours
Features of adaptation of premature newborns. Organization of nursing and feeding of premature babies.	2	Features of adaptation of premature newborns. Organization of nursing and feeding of premature babies and children with intrauterine growth retardation.	4	-	-
Asphyxia of newborns. Resuscitation of newborns. Birth trauma of newborns. Hemolytic disease of newborns.	2	Asphyxia of newborn. Emergency, resuscitation and post-resuscitation care for the newborn. Hypoxic-ischemic damage to the central nervous system.	4	Intraventricular hemorrhages.	5

Resuscitation of newborns.					
-	-	Birth trauma of the nervous system: cerebral (epidural, subdural, subarachnoid outpourings), spinal (Duchenne-Erb, Dejerine-Klumpke paralysis).	4	Birth trauma: cephalohematoma, clavicle fracture.	5
-	-	Respiratory diseases in newborns. Respiratory distress - syndrome of premature babies. Pneumonia of newborns.	4	Massive neonatal aspiration syndrome. Congenital pneumonia.	5
-	-	Neonatal jaundice. Neonatal hyperbilirubinemia: hemolytic disease of newborns. Hemorrhagic disease of newborns	4	Conjugation hyperbilirubinemia Parenchymal and obstructive hyperbilirubinemia	5
Respiratory diseases in newborns and bacterial infections in newborns. Sepsis.	2	Bacterial infections of newborns. Purulent-inflammatory diseases in newborns. Infectious diseases of the skin, umbilical wound. Sepsis of newborns.	4	Necrotizing enterocolitis. Bacterial meningitis.	5
-	-	TORCH infections in newborns.	4	Curing the patient, writing and defending the case history.	5
Hours	6		28		30
All hours	64				
Content section 2. “Diseases of the blood system in children”					
Diseases of the blood system in children.	2	Anemia in children.	3	Hemolytic, hypo -, aplastic, and post-hemorrhagic anemia.	5
-	-	Hemoblastosis in children. Acute leukemia. Hodgkin's lymphoma.	4	Chronic leukemias. Non-Hodgkin's lymphomas: Burkitt's lymphoma	5
-	-	Hemophilia in children. Idiopathic thrombocytopenic purpura.	4	Disseminated intravascular coagulation syndrome.	5
Hours	2		11		15
All hours	28				

Content section 3. “Diseases of the urinary system in children”					
Diseases of the urinary system in children. Chronic kidney disease	2	Urinary system infections in children Cystitis. Pyelonephritis.	3	Vesicoureteral reflux. Neurogenic bladder.	5
-	-	Primary glomerulonephritis in children. Nephrotic syndrome. Dysmetabolic nephropathy in children. Tubulointerstitial nephritis. Chronic kidney disease..	4	Hereditary nephritis. IgA-nephropathy.	5
-	-	Summary control.	4	Primary hyperoxaluria.	5
Hours	2		11		15
All hours	28				
All of discipline:	10		50		60
	120				

Credit structure of section “Pediatric Infectious Disease”

Lecture	hours	Practical lessons	hours	Independent work	hours
Viral exanthems in children are infections that are controlled by vaccines.	2	Chicken pox, Measles. Rubella. Polio. Infectious mononucleosis.	3	Childhood droplet infections: chickenpox, measles, diphtheria, mumps, influenza and acute viral infections.	5
Infectious diseases of the nervous system (meningococcal infection, poliomyelitis).	2	Scarlet fever. Whooping cough. Parotitis. Meningococcal infection.	3	Polio. Meningococcal infection.	5
-	-	Intestinal viral infections.	3	Infectious mononucleosis.	5
-	-	Acute viral hepatitis and diseases caused by the immunodeficiency virus.	3	Congenital infections of newborns.	5

-	-	Summary control.	4	Curation of patients and writing a medical history.	5
All hours:	4		16		25
	45				

Topics of the lecture course: reveal problematic issues in the relevant sections “Pediatrics”.

Practical classes provide theoretical justification of the topic and acquiring **the following practical skills:**

List of practical skills:

Neonatology

1. To be able to carry out objective investigation of the healthy neonate.
2. To be able to define gestational age of the preterm infant using Dubovich`s and Balard`s scales.
3. To be able to perform an umbilical cord debridement and to look after umbilical rest, skin and umbilical wound of the newborn.
4. To be able to organize adequate feeding of preterm and full-term with severe diseases.
5. To be proficient in nursing procedure and technique of preterm and injured children in incubators.
5. To be able to estimate asphyxia severity using Apgar scale.
6. To be able to perform primary immobilisation at clavicular, humeral and femoral bones fractures.
7. To be able to determine indications and to perform exchange transfusion.
8. To be able to evaluate degree of respiratory failure at the newborn and to order oxygen therapy depending upon the severity level.
9. To be able to evaluate the data of laboratory and instrumental investigations at different diseases of the newborn.
10. To be able to perform and evaluate the Apt test.
11. To be able to give the urgent help at following states:
 - asphyxia of the newborn
 - hemolytic disease of the newborn
 - syndrome of respiratory disorders.

Blood and nephrological diseases at children

1. To be able to carry out clinical investigation (anamnesis, inspection, palpation, percussion, auscultation) of children having blood and nephrological diseases, evaluating physical development of the child.

2. To be able to evaluate the blood count at children of different age in normal state and in pathological conditions, indicators of nonhemoglobin iron in normal state and in pathological conditions, coagulogram, bone marrow aspirates, the data of investigation of hemostatical system.
3. To be able to evaluate the general urinalysis, Nechiporenko test.
4. To be able to investigate vascular resistance, to estimate function of kidneys
5. To be able to calculate total quantity of alimentary iron on treatment course, an insulin dosage according to the state of the patient, to master the technique of its administration.
6. To be able to give the urgent help at following conditions:
 - hemorrhage at the hemophilia
 - hemorrhagic shock

Analysis of laboratory and instrumental studies

1. General blood test
2. General urinalysis
3. Zimnitsky urine test
4. Nechiporenko urine test
5. Urinalysis for diastasis and General fecal analysis
6. Blood protein and its fractions, acute phase indicators
7. Blood glucose
8. Blood electrolytes
9. Blood lipid profile
10. Blood alkaline phosphatase
11. Blood transaminases
12. Creatinine, blood urea
13. Total blood bilirubin and its fractions, analyzing the Polacek curve
14. Coagulogram
15. Pleural fluid analysis
16. Synovial fluid analysis
17. General sputum analysis
18. General immunological profile of blood
19. Serological reactions in autoimmune diseases
20. Microbiological examination of biological fluids and secretions

21. Radiation examination of the central nervous system, thoracic and abdominal organs, as well as urinary system.
22. Study of the function of external respiration
23. ECG
24. Endoscopic examination of the bronchi
25. Endoscopic examination of the digestive tract
26. Echocardiography
27. Radiation examination of bones and joints
28. Radiation examination of the central nervous system
29. Tuberculin diagnostics
30. Fractional study of gastric juice, bile and gastric pH-metry

Medical manipulations

1. Performing ECG registration
2. Performing injections of medicinal substances
3. Measuring blood pressure
4. Performing catheterization of the bladder with a soft probe
5. Performing pleural puncture
6. Performing artificial respiration, indirect heart massage
7. Determining blood types, rhesus
8. Providing emergency care
9. Asthmatic condition
10. Anaphylactic shock
11. Acute respiratory failure
12. Acute heart failure
13. Attack of paroxysmal tachycardia
14. Adams–Stokes syndrome
15. Hypertensive crisis
16. Collapse
17. Acute liver failure
18. Acute renal failure

19. Gastrointestinal bleeding

Independent work of a student provides for preparation for practical classes and final control, studying topics for independent out-of-class work, preparing abstract reports, presentations, tables. Control of learning results of topics of independent out-of-class work is carried out during the class and during final control in the discipline.

Individual work includes the study of scientific literature, preparation of reviews on the submitted topics for presentation, implementation of scientific and practical research, participation in specialized competitions, scientific and practical conferences, competitions of student scientific papers.

Calendar plans of practical classes, thematic plan of independent extracurricular work, scope and directions of individual work are published on the website of the Department.

Route for receiving materials: Website of EMU /Student/[Department of Obstetrics, Gynecology and Pediatrics](#) / Educational and methodological support of the Department/ Pediatrics / or follow the link [Department of Obstetrics, Gynecology and Pediatrics](#), discipline "Pediatrics". Materials are accessed from the student's Office 365-based corporate account.

5. Forms and methods of monitoring learning success

Current control in practical classes	Methods: individual oral survey, structured written works, test tasks with the choice of correct answers.
Control of mastering the thematic section of the discipline in intermediate control classes	Methods: oral or written survey, electronic testing, <i>methods of self-control and self-assessment.</i>

Final semester control	According to the regulation on control measures in EMU (regulation of EMU)
Final control of the discipline - <i>exam</i>	Methods: by exam cards in the form of an oral exam, monitoring of acquiring of practical skills (According to the Regulation on control measures in EMU (Regulation of EMU)).
Tools for diagnosing learning success	Theoretical questions, tests, clinically oriented situational tasks, practical tasks, demonstration of practical skills.

6. Evaluation criteria

Knowledge assessment is carried out according to regulation on control measures in EMU ([regulation of EMU](#)).

Current control	According to the four-point system of traditional grades: 5 "Excellent", 4 "Good", 3 "Satisfactory", 2 "Unsatisfactory"
Control of practical skills	According to the four-point system of traditional grades
Exam	Based on a 200-point scale (the sum of points for the current academic activity of the student, the result of passing the exam and for successful completion of an individual task, if any) Credited: 120 to 200 points Not credited: less than 120 points (see Rating scale)
Final control for the discipline	The final control of students' academic performance is carried out after completing the study of the discipline and is implemented in the form of an exam.
Discipline assessment:	The score on the discipline is determined based on the results of assessment of current activities and is expressed using a fourpoint scale : ("Excellent", "Good", "Satisfactory", "Unsatisfactory"), multi-point scale and ECTS. The assessment in the discipline consists of an assessment of the current academic performance and the result of passing the exam (in points), which is set when evaluating theoretical knowledge and practical skills in accordance with the list defined by the discipline program. The number of points that the applicant scored for current academic.

	Performance in the discipline is defined as the arithmetic mean of the number of points that the applicant received during the study of the discipline (practical, seminar, laboratory classes, etc.). The resulting value of the average traditional rating is converted to points according to the scale of conversion of traditional ratings to rating points. The maximum number of points is 200.

Matching grades on a 200-point scale, a 4-point (traditional) scale, and ECTS scale

On a 200-point scale	Rating on a 4-point scale
180–200	Excellent
140–179	Good
120–139	Satisfactory
0–119	Unsatisfactory

On a 200-point scale	ECTS evaluation
192–200	A
172–191	B
148–171	C
128–147	D
120–127	E
0–119	F

Discipline/course policy

The student has the right to receive high-quality educational services, access to up-to-date scientific and educational information, qualified advice during the study of the discipline and mastering practical skills. The policy of the department in the provision of Educational Services is student-centered, based on the regulatory documents of the Ministry of Education and the Ministry of Health of Ukraine, the Charter of the EMU and the procedure for providing educational services regulated

by the regulation on the organization of the educational process in the EMU and the principles of academic integrity.

Compliance with the EMU schedule, safety precautions in the classroom.

Requirements for preparing for practical classes.

Students should arrive at classes on time, without being late. A student who is more than 10 minutes late for classes is not allowed in and must work it out in accordance with the established procedure. During practical classes, the student must wear a work uniform (medical gown, cap). Students who do not have a work uniform are not allowed to attend classes. The student must follow the safety rules during practical classes and while staying in the Department's premises. When discussing theoretical issues, students should demonstrate tolerance, politeness and respect for their colleagues and the teacher; when performing practical tasks, the workplace should be kept in order and cleaned after completing practical work.

Use of mobile phones and other electronic devices. The use of mobile phones and other electronic devices in the classroom is not allowed, only during Distance Learning, provided that it is technically necessary.

Academic integrity. When studying the discipline, the student should be guided by the following regulations: on academic integrity of EMU ([regulation of EMU](#)). In case of violation of the regulations of academic integrity during the current and final controls, the student receives a grade of "2" and must work it out to the teacher in accordance with the established procedure.

Regulation on control measures in EMU ([Regulation of EMU](#)).

Skipping classes. Missed classes should be worked out in accordance with the procedure established in the regulations on control measures in the EMU ([regulation of EMU](#)) during the time determined by the work schedule ([Department of Obstetrics, Gynecology and Pediatrics](#)) to the teacher on duty. To work out a missed

lesson the student must pass a test and answer in writing or verbally the question on the topic of the lesson.

Procedure for admission to the final control in the discipline is given in the regulations on control measures and regulations on the organization of the educational process in the EMU ([regulation of EMU](#)) and regulations on control measures in the TNM DMI ([regulation of EMU](#)). Students who do not have missed not worked out practical classes and lectures and have received an average traditional grade of at least "3" are allowed to participate in the final control.

Additional individual points. Points are awarded subject to the mandatory participation of the head, head teacher and teacher. These points are encouraging and are added once to the total score of the current academic performance and the result of passing the comprehensive exam. Their total number for one student should not exceed 10, and the final amount of points for an academic discipline should not exceed 200 points.

Individual tasks include:

- 1) writing essays and creating multimedia presentations with reports at meetings of the student scientific group of the department – 3 points;
- 2) participation in the creation of tables, graphological structure, posters on the topics of practical classes – 2 points;
- 3) participation in the student competition in the discipline at the First Stage – 1 point;
- 4) participation/prize-winner of the All-Ukrainian student competition in the discipline - 7/10 points;
- 5) author or co-author of abstracts/article – 2/5 points;
- 6) author or co-author of an oral/information stand report at a scientific conference – 6/3 points;

- 7) author of a student scientific paper accepted for participation or awarded by a diploma of I-III degree in the All – Ukrainian competition of student scientific papers at Stage II - 8 (participation) or 10 (diploma) points.

Resolving conflict issues. If there are misunderstandings and complaints against the teacher due to quality of educational services provided, knowledge assessment, and other conflict situations, the student must first report his/her claims to the teacher. If the conflict issue is not resolved, the student has the right to submit an appeal to the head of the department in accordance with the regulations on consideration of applications from applicants for higher education in EMU ([regulation of EMU](#)), Regulations on consideration of applications, complaints, and proposals of students in EMU ([regulation of EMU](#)), Regulations on meeting the requirements of the organization of the educational process ([regulation of EMU](#)), Regulation on the appeal of the results of the final control of knowledge of applicants for higher education in EMU ([regulation of EMU](#)), Regulations on safe educational environment in EMU ([regulation of EMU](#)).

Policy in the context of distance learning. The procedure for distance learning is regulated by [regulation of EMU](#). The main training platforms for conducting training sessions are Microsoft Teams, Zoom. The procedure for conducting practical classes and lectures, working out and consultations during Distance Learning is published on the Department's Web page [Department of Obstetrics, Gynecology and Pediatrics](#).

Feedback from the teacher is provided directly during the lesson and/or consultation, and is also possible via email (in case of force majeure) during working hours.

1. Training resources

Educational and methodological support of the discipline is published on the website of the Department ([Department of Obstetrics, Gynecology and Pediatrics](#)). Consultations are held according to the consultation schedule.

2. **Schedule and distribution of groups by teacher** are published on the Department's Web page ([Department of Obstetrics, Gynecology and Pediatrics](#)).
3. **Questions for intermediate and final control of the discipline** are published on the Department's Web page ([Department of Obstetrics, Gynecology and Pediatrics](#)).

Questions for summary control of “Pediatrics”

1. Definition, classification and clinical symptoms of asphyxia of newborn.
2. Emergency, resuscitation and post-resuscitation care for the newborn.
3. Definition of the term "birth trauma" and factors of its development.
4. Clinical symptoms of newborn with birth trauma of the nervous system: cerebral (epidural, subdural, subarachnoid outpourings), spinal (Duchenne-Erb, Dejerine-Klumpke paralysis).
5. Instrumental and laboratory examination of newborn with birth trauma.
6. Treatment of newborn with birth trauma.
7. Definition of "prematurity" and "low body weight at birth".
8. Classification of premature infants.
9. Causes of fetal growth retardation and "prematurity" and "low body weight at birth".
10. Assessment of the physical development of premature infants.
11. Assessment of morphological and neuro-functional maturity of premature infants.
12. Peculiarities of the course of the period of early neonatal adaptation in premature children.
13. Medical care for a premature infants and newborn baby with low birth weight.
14. Principles of breastfeeding premature infants.
15. The choice of feeding method depending on the gestational age and condition of the child.
16. Classification of hyperbilirubinemia in newborn.
17. Causes of hyperbilirubinemia in newborn.
18. Clinical symptoms of hyperbilirubinemia in newborn.
19. Laboratory and instrumental examination of newborn with hyperbilirubinemia.
20. Management of hyperbilirubinemia in newborn.
21. Causes of respiratory distress - syndrome of premature infants.
22. Clinical symptoms of respiratory distress – syndrome.
23. Definition, classification and clinical symptoms of pneumonia in newborns.

24. Laboratory and instrumental examination of lung diseases.
25. Differential diagnosis of respiratory distress – syndrome and pneumonia of newborns.
26. Management of respiratory distress – syndrome and pneumonia of newborns.
27. Etiology of purulent-inflammatory diseases in newborns.
28. Pathogenesis of localized purulent-inflammatory diseases and sepsis in newborns.
29. Classification of purulent-inflammatory diseases and sepsis in newborns.
30. Typical clinical picture of infectious skin diseases, umbilical wound and sepsis of newborns.
31. Complications of purulent-inflammatory diseases in newborns.
32. Laboratory-instrumental examination of omphalitis, vesiculopustulosis, neonatal vesicles, exfoliative Ritter's dermatitis and sepsis of newborns.
33. Modern principles of treatment and prevention of purulent-inflammatory diseases.
34. Etiology and classification of deficiency anemias in children.
35. Clinical symptoms of deficiency anemias.
36. Laboratory examination of deficiency anemias.
37. Treatment and prevention of iron deficiency anemia in children.
38. Causes and classification of leukemias.
39. Clinical variants, diagnosis and differential diagnosis of acute lymphoblastic leukemia in children.
40. Treatment of leukemias in children (acute lymphoblastic leukemia, acute myeloid leukemia, chronic myeloid leukemia). Classification of cytostatics.
41. myeloid leukemia, chronic myeloid leukemia). Classification of cytostatics.
42. Classification and treatment of hemoblastosis.
43. Causes, classification and clinical symptoms of Hemophilia A and B.
44. Causes, classification and clinical symptoms of thrombocytopenic purpura in children.
45. Laboratory examination of diseases with hemorrhagic syndrome in children.
46. Treatment and prevention of hemophilia.
47. Treatment and prevention of idiopathic thrombocytopenic purpura in children.
48. Etiology of the urinary tract infection in children.
49. Mechanism of the pathologic process development at urinary tract infection in children.
50. Criteria of the diagnostic, nomenclature and classification of the urinary tract infection.
51. Clinical symptoms of the different types of urinary tract infection.
52. Principles and methods of the diagnostic of urinary tract infection.
53. Principles and methods of the urinary tract infection treatment.
54. The principles of the urinary tract infection complications prophylaxis.
55. Acute glomerulonephritis and acute renal failure in children.
56. Classification acute and chronic glomerulonephritis and acute renal failure in children.
57. What causes acute and chronic glomerulonephritis?

58. What causes acute and chronic renal failure?
59. Clinical forms acute and chronic glomerulonephritis.
60. Can medicine treat acute and chronic glomerulonephritis?
61. Will antibiotics help acute glomerulonephritis?
62. Rational antibiotic and hormone treatment of glomerulonephritis.
63. Clinical manifestations, diagnosis and treatment of chronic kidney disease.
64. Transplantation of kidney.

Questions for summary control of “Pediatric Infectious Disease”

Recognize and manage the following infectious diseases

- Pharyngitis
- Otitis Media
- Sinusitis
- Bronchiolitis
- Croup
- Cervical adenitis
- Pneumonia – uncomplicated
- Infectious diarrhea – uncomplicated
- Urinary tract infection – uncomplicated
- Neonatal sepsis syndrome
- Cellulitis – uncomplicated
- Meningitis – viral
- Hepatitis – uncomplicated
- Septic arthritis – uncomplicated

Recognize, initiate management of patients with infectious disease

- Identify and initiate treatment for conditions typically treated with consultation
- Fever of unknown origin
- Osteomyelitis – complicated
- Septic arthritis – uncomplicated
- Pneumonia – complicated
- Meningitis – bacterial
- Meningitis – neonatal
- Meningitis – fungal
- Encephalitis
- Mastoiditis
- Epiglottitis
- Bronchiolitis or pneumonia due to RSV in the immunocompromised host
- Pneumocystis pneumonia
- Pneumonia in an immunosuppressed patient
- Infective endocarditis
- Myocarditis
- Pericarditis
- Osteomyelitis
- Urinary tract infection – complicated

- Sexually transmitted diseases – complicated
- Infectious diarrhea – complicated
- Hepatitis – complicated
- Peritonitis
- Cellulitis – complicated
- Septic shock
- Pediatric HIV/AIDS
- Pertussis, severe
- Toxic shock syndromes
- Tuberculosis
- Systemic fungal infections
- Severe common viral infections: measles, varicella etc.
- Kawasaki disease
- Zoonoses
- Chronic Lymphadenopathy

Recognize diseases which the general pediatrician must recognize immediately as life threatening.

- Septic shock
- Meningococcemia
- Meningitis – bacterial, fungal
- Encephalitis
- Epiglottitis
- Infective endocarditis
- Pneumocystis jirovecii pneumonia
- Severe childhood viral infections: RSV, HSV, CMV
- Pneumonia with parapneumonic empyema, multilobar disease
- Myocarditis, pericarditis
- Peritonitis
- Pyelonephritis
- Rocky Mountain spotted fever
- Plague
- Fever in neutropenic child

Optional Objectives:

- Understand the role of the general pediatrician in the assessment and management of patients with immunodeficiency.
- Identify the signs and symptoms of immunodeficiency diseases, and differentiate immunodeficiency from other causes of acute and chronic disease, as well as primary from secondary immunodeficiency disorders.
- Organize immunodeficiency diseases into five pathophysiologic categories (antibody, cellular-mediated, combined, complement, phagocytic) and distinguish etiologic types (e.g., genetic, post-infectious, postchemotherapy).
- Discuss the indications, clinical significance and limitations of diagnostic tests and procedures to assess immune function.
- Interpret the results of the following tests: CBC (especially evaluation for age-appropriate ALC and ANC), lymphocyte (T, B, NK cell) number and function,

immunoglobulin levels, antibody function, mitogen and antigen assay for lymphocyte function, DTH skin testing, complement levels, and neutrophil assays, as well as laboratory evaluations for secondary immune disorders, such as HIV and CF.

- Demonstrate the initial approach to evaluation, treatment and referral for a child with suspected immunodeficiency.
- Discuss treatment options available for patients with primary immunodeficiency disorders and the potential harm of blood transfusions and vaccines in these patients.
- Under supervision of an immunologist, develop a treatment plan for a child with immunodeficiency, including pharmacologic management, precautions, and immunizations.

Diagnose, explain and manage the following infectious diseases generally not requiring referral

- Upper respiratory: facial cellulitis
- Oral/pharyngeal: herpetic gingivostomatitis, herpangina, oral thrush (candida), parotitis, parapharyngeal and odontogenic infections and enteroviral enanthems
- Middle airway: pertussis
- Lower airway: pneumonia (chlamydial, mycoplasma, bacterial, viral), and latent tuberculosis infection
- GI tract: esophagitis, *Helicobacter pylori*
- Renal: differentiating between pyelonephritis and cystitis
- Genital: urethritis, vaginitis, epididymitis, orchitis, and uncomplicated pelvic inflammatory disease
- CNS: post-varicella encephalitis, and acute cerebellar ataxia associated with varicella
- Skin: bacterial (impetigo, furuncles, carbuncles), dermatophytes, candidal dermatitis, infestations (scabies and lice), and viral (common warts, venereal warts, molluscum contagiosum and herpes simplex virus)
- Eyes: conjunctivitis, blepharitis, hordeolum (sty) and preseptal (periorbital) cellulitis
- Parasites: pinworms, *Toxocara canis*, ascariasis, hookworm and giardia
- Systemic: viral exanthems (measles, varicella, herpes simplex virus, parvovirus, rubella, human herpes virus 6), zoonoses (cat scratch disease), and viruses (infectious mononucleosis syndrome with either Epstein-Barr virus, Cytomegalovirus, or toxoplasma, respiratory syncytial virus disease, influenza, enterovirus, adenovirus)
- Perinatal: focal infections of the scalp, mastitis, omphalitis, Group B strep and candidal infections
- Infants/toddlers: potential occult bacteremia
- Adolescents: sexually transmitted diseases (see genital infections) Fever without localizing signs in various age groups. Fever in patient with underlying disease (e.g., in a patient with congenital heart disease)

Recognize, explain, initiate therapy patients with infectious disease

- Oral/pharyngeal: peritonsillar, retropharyngeal and dental abscesses
- Middle airway: bacterial tracheitis
- Lower airway: fungal pneumonia, lung abscess
- Heart: thrombophlebitis, mediastinitis and acute rheumatic fever

- GI tract: hepatic abscess, cholangitis/cholecystitis, hemolytic uremic syndrome, pancreatitis, appendicitis, abscess Renal and perinephric abscesses
- Genital: complicated PID and tubo-ovarian abscess
- Musculoskeletal: discitis and pyomyositis
- CNS: brain abscess, epidural, subdural and paraspinal abscesses, transverse myelitis, peripheral neuropathies (diphtheria, botulism, tetanus), acute cerebellar ataxia not associated with varicella and Guillain-Barre, acute disseminated encephalomyelitis (ADEM)
- Soft tissue: staphylococcal scalded skin, toxic epidermal necrolysis, fasciitis • Eyes: orbital cellulitis, keratitis and endophthalmitis
- Systemic: arthropod borne disease (brucella, leptospirosis, cat scratch, Ehrlichia, tularemia, Lyme)
- Intrauterine infections: rubella, parvovirus B19, toxoplasmosis
- Other: prenatal exposure to or congenital human immunodeficiency virus, disseminated gonococcal infection, endotoxin shock, fever and neutropenia, fever in immunocompromised patients
- Immunocompromised hosts: chemotherapy, steroid suppression, primary immunodeficiency, and organ or stem cell transplant recipient
- Newborn: perinatal herpes, varicella and enteroviral sepsis. Congenital CMV infection
- Identify the role and general scope of practice of infectious diseases; recognize situations where children benefit from the skills of specialists trained in the care of children; and work effectively with these professionals to care for children with infectious diseases

Human Immunodeficiency Virus (HIV).

- Describe the pathophysiology, natural history, presenting signs and symptoms, and associated opportunistic infections in patients with HIV
- Identify the risk factors for perinatal transmission of HIV, tests for screening and confirmatory diagnosis, and indications for referral, including asymptomatic HIV infected patients
- Describe risk factors and symptoms that should prompt testing for HIV infection in neonates, children and adolescents
- Review HIV infection, the related risks of opportunistic infections, the use of laboratory parameters (e.g., CD4 counts and viral load measures) to monitor clinical course, general treatment modalities (including chemoprophylaxis), and the common complications and toxicities of anti-HIV medications.

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