

Odessa National Medical University
Faculty of Medicine
Department of Pediatrics №2

Syllabus course
"Industrial practice in pediatrics"

Amount	1.5 ECTS credits, 38 hours
Semester, year of study	VII - VIII semesters, 4th year
Days, time, place	The time and place of the discipline is determined in accordance with the approved schedule. Department of Pediatrics №2. Street Kovalevsky's dacha 81. City children's hospital №2. Two-storey house, 2nd floor.
Teachers	Professor Platonova Olena Mykhailivna, Assistants: Olesya Valerievna Reshetilo, Sinenko Vitaly Vladimirovich.
Contact phone	Phone inquiries: Prokhorova Svetlana Vadimovna, head teacher, +380674851591. Vesilik Natalya Leonidovna, responsible for organizational and educational work on the 4th year, +380503169816.
E-mail	pediatr2@onmedu.edu.ua
Workplace	City Children's Hospital №2. Lecture audience , Ukrainian Children's Center "Young Guard".
Consultations	Offline consultations: from 14.00 to 17.00 every Thursday and from 9.00 to 14.00 every Saturday in MDL №2 Lecture hall. Online consultations: from 16.00 to 18.00 every Thursday and from 9.00 to 14.00 every Saturday. A link to the online consultation is provided to each group during the lessons separately.

COMMUNICATION: communication with students will be carried out in the classroom.

During distance learning, communication is carried out through the microsoft teams platform, zoom, as well as through e-mail correspondence, telephone communication, social networks, etc.

COURSE ANNOTATION

The subject of study of the discipline "Pediatrics" is the most common diseases of early and older children. The discipline "Pediatrics" is a mandatory component of the educational-professional training program, studied by students majoring in 222 "Medicine" qualification educational "Master of Medicine", professional qualification "Doctor" during the 4th year of study.

Prerequisites and postrequisites of the course:

Previous components of training:

Ukrainian language (for professional purposes), foreign language (for professional purposes), Latin language and medical terminology, medical biology, medical and biological physics, medical chemistry, biological and bioorganic chemistry, human anatomy, histology, cytology and embryology, physiology, microbiology, virology and immunology, life safety; basics of bioethics and biosafety, pathomorphology, pathophysiology, pharmacology, hygiene and ecology, propaedeutics of pediatrics, radiology, medical psychology, pediatrics, surgery, obstetrics and gynecology, otorhinolaryngology, ophthalmology, neurology, psychiatry, narcology, narcology, narcology, Occupational Health in.

Current components of training: internal medicine, pediatrics, surgery, obstetrics and gynecology, infectious diseases, epidemiology and principles of evidence-based medicine, oncology and radiation medicine, traumatology and orthopedics, tuberculosis, anesthesiology and intensive care, emergency care and emergency care.

The following components of training: pediatrics, hygiene and ecology, internal medicine, surgery, obstetrics and gynecology, infectious diseases, palliative and hospice medicine, general practice (family medicine).

The purpose of the discipline is to provide students with knowledge and mastery of professional competencies and skills in the most common diseases in young children and older children on the basis of competencies acquired in the study of previous disciplines.

Competences during the study of the discipline:

The student must have:

- Ability to abstract thinking, analysis and synthesis in the diagnosis and treatment of the most common diseases in young and older children. (GC1)
- Ability to know and understand the subject area and professional activity in the diagnosis and treatment of the most common diseases in young and older children. (GC2)
- Ability to learn and master modern knowledge, use information and communication technologies; ability to search, process and analyze information from various sources in the diagnosis and treatment of the most common diseases in young and older children. (GC4)
- Ability to act on the basis of ethical considerations, socially responsible and consciously in the diagnosis and treatment of the most common diseases in young and old children. (GC9)

Expected results

The student must form:

- Communication skills and clinical examination of the patient during the diagnosis and treatment of the most common diseases in young and old children (SC1).

- Ability to determine the list of necessary clinical, laboratory and instrumental studies and evaluate their results in the diagnosis and treatment of the most common diseases in young and older children (SC2).
- Ability to establish a preliminary and clinical diagnosis of common diseases in young and older children (SC3).
- The ability to determine the principles of treatment, the required mode of work and rest and the nature of nutrition in common diseases in young and older children (SC4).
- Ability to diagnose emergencies in common diseases in young and older children (SC5).
- Ability to determine tactics and provide emergency medical care for common diseases in young and older children (SC6).
- Ability to perform medical manipulations in common diseases in young and older children (SC8).
- Ability to determine the tactics of management of persons subject to dispensary supervision for common diseases in young and older children (SC12).
- Ability to keep medical records for common diseases in young and older children (SC14).

As a result of the study the student must:

- Have communication skills and clinical examination of the patient. Collect data on complaints, medical history, life history of common diseases in young and older children. (PLO1)
- Evaluate information about the diagnosis using a standard procedure, based on the results of laboratory and instrumental studies. Determine the list of necessary clinical, laboratory and instrumental studies and evaluate their results in common diseases in young and older children (PLO2).
- Identify the leading clinical symptom or syndrome. Establish a preliminary diagnosis, make a differential diagnosis and determine the clinical diagnosis of common diseases in young and older children (PLO3).
- To determine the principles of treatment of diseases, the necessary mode of work and rest, the nature of nutrition in common diseases in young and older children (PLO4).
- Diagnose emergencies in common diseases in young and older children (PLO5).
- Define tactics and provide emergency medical care for common diseases in young and older children (PLO6).
- Perform medical manipulations for common diseases in young and older children (PLO8).
- To determine the tactics of management of persons subject to dispensary supervision for common diseases in young and older children (PLO12).
- Maintain medical records for common diseases in young and older children (PLO14)

Note:

- GC - general competencies
- SC - special competencies

COURSE DESCRIPTION

Forms and methods of teaching

Types of classes: The course will be presented in the form of practical classes (6 hours), organization of independent work of students (30 hours).

Form of study: full-time.

Teaching methods: competence, explanatory-demonstration, research, student-centered, problem-oriented.

Language of instruction: Ukrainian, English, Russian.

CONTENT OF THE PROGRAM

Topic 1. Principles of organization of medical care for children in Ukraine, the basics of Ukrainian legislation on child health

Topic 2. Providing emergency medical care for emergencies in children

Topic 3. Principles of ethics and deontology in the practice of a pediatrician

List of recommended reading

Basic:

1. Nelson Textbook of Pediatrics, 2-Volume Set, 21th Edition / Robert M. Kliegman, MD, Bonita M.D. Stanton, MD, Joseph St. Geme, MD and Nina F Schor, MD, PhD. 2019. - 4264 pages
2. O.P. Ghai. Essential Pediatrics 9th/2019 – 814 pages
3. Pediatrics\ I.V. Odinec, A.F. Ruchko, O.P. Poddubnaya.-224p. - 2003

Additional literature

1. Nelson Essentials of Pediatrics E-Book 8th Edition / Karen Marcdante, Robert M. Kliegman. 2018. - 178 pages
2. Blueprints Pediatrics (Blueprints Series) 7th Edition / Wolters Kluwer Health; 7th edition/ 2019. - 416 pages
3. Case Files Pediatrics, Fifth Edition (LANGE Case Files) 5th Edition / Eugene C. Toy, Robert J. Yetman, Mark D. Hormann. 2015. - 577 pages
4. Nelson Pediatrics Board Review E-Book: Certification and Recertification 1st Edition / Jr. Terry Dean, Louis M Bell. 2018. - 782 pages
5. BRS Pediatrics (Board Review Series) 2nd Edition / Lloyd J. Brown, Ryan Coller, Lee Todd Miller. 2018. - 540 pages
6. Global Consensus Recommendations on Prevention and Management of nutritional rickets. Craig F. Munns, Nick Shaw, Wolfgang Högler et al. The Journal of Clinical Endocrinology and Metabolism, 2016.

- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4880117/#__ffn_sectitle
7. Rickets treatment and management: internet resource
<https://emedicine.medscape.com/article/985510-treatment>.
 8. Respiratory tract infections: management guideline: internet resource
<https://www.aafp.org/afp/topicModules/viewTopicModule.htm?topicModuleId=29>
 9. Pediatric pneumonia: treatment and management: internet resource
<https://emedicine.medscape.com/article/967822-treatment>
 10. The new Rome IV criteria for functional gastrointestinal disorders in infants and toddlers.
Zeevenhooven J., Koppen I.J., Benninga M.A. Pediatric gastroenterology, hepatology and nutrition, 2017. Internet resource of the article:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5385301/>.
 11. Guidelines for the management of H.pyori infection in children and adolescents (ESPGHAN/NASPGHAN recommendations), 2017. Internet resource:
http://www.espghan.org/fileadmin/user_upload/Society_Papers/Joint_ESPGHAN_NASPGHAN_HP_Guidelines__002_.pdf
 12. Pediatric cholecystitis. Medscape platform: internet resource:
<https://emedicine.medscape.com/article/927340-overview>
 13. Pediatric celiac disease (Medscape platform, upd. in 2019): internet resource:
<https://emedicine.medscape.com/article/932104-overview>
 14. Inflammatory bowel disease (Medscape platform, upd. in 2017): internet resource:
<https://emedicine.medscape.com/article/179037-overview>
 15. Lactose intolerance in infants, children and adolescents. Melvin B.Heyman et al. Pediatrics (Official Journal of the American Academy of Pediatrics). Internet source of the article is presented according to the following link:
<https://pediatrics.aappublications.org/content/118/3/1279.full>
 16. Bronchiolitis guidelines. Medscape platform, last upd. 2018. Internet resource link:
<https://emedicine.medscape.com/article/961963-guidelines>
 17. Pediatric atopic dermatitis. Medscape platform, last upd. 2019. Internet resource link:
<https://emedicine.medscape.com/article/911574-overview>
 18. Pocket guide for asthma management and prevention. Internet resource for updated in 2019 guidelines is presented in the link:
<https://ginasthma.org/wpcontent/uploads/2019/04/GINA-2019-main-Pocket-Guide-wms.pdf>
 19. Anaphylaxis: emergency treatment: UpToDate platform (last upd. 2020): internet link:
<https://www.uptodate.com/contents/anaphylaxis-emergency-treatment>
 20. Food allergy in children and young people. NICE guidelines: short version:
<https://www.nice.org.uk/guidance/cg116>; full version:

<https://www.nice.org.uk/guidance/cg116/evidence/full-guideline-136470061>

21. AHA guidelines on prevention of rheumatic fever and diagnosis and treatment of acute

streptococcal pharyngitis. Practice guidelines, 2009. Internet resource link:

<https://www.aafp.org/afp/2010/0201/p346.html>

22. Current state of knowledge on etiology, diagnosis, management and therapy of myocarditis: a position statement of European Society of cardiology working group on myocardial and pericardial diseases. Internet resource link:

https://www.escardio.org/static_file/Escardio/Press-media/press-releases/2014/Currentstateof-knowledgeonaetiology-ppaer-Sep-2013-WG-CMP.pdf

23. Pediatric Heart Failure: A Practical Guide to Diagnosis and Management. Internet resource

link: [https://www.pediatr-neonatal.com/article/S1875-9572\(17\)30050-5/fulltext](https://www.pediatr-neonatal.com/article/S1875-9572(17)30050-5/fulltext). 22. Urinary

Tract Infections in Children: EAU/ESPU Guidelines (2014). Internet resource link:

<https://uroweb.org/wp-content/uploads/Stein-R-et-al.-Paediatric-Infections-EURUROL-67-2015-546-558.pdf>

24. Acute glomerulonephritis. Medscape platform (last update in 2018). Internet source link:

<https://emedicine.medscape.com/article/239278-overview>

25. Chronic kidney disease in children. An official journal of American Academy of Pediatrics.

Internet source link: <https://pedsinreview.aappublications.org/content/29/10/335>

Information resources

Informational resources

- electronic site of the ONMedU library;
- electronic site of the National Scientific Medical Library of Ukraine;
- an electronic database of scientific publications of the National Library of Medicine of the US National Institutes of Health

EVALUATION

Evaluation of current educational activities

The student's current educational activity is assessed on a 4-point (traditional) scale.

Criteria for evaluating a student's work in a practical lesson

«5»	«4»	«3»	«2»
<i>Criteria for assessing the practical skills of the student</i>			
The student independently performed this or that practical skill, clearly chose the necessary way to provide assistance in a particular	The student independently performed this or that practical skill, but at the same time made two or three insignificant mistakes.	The student can not independently choose an adequate way to help in a particular clinical situation, makes gross mistakes in performing	The student does not show knowledge of ways to provide assistance in a particular clinical situation, cannot give any correct

clinical situation		practical skills	answers to questions.
<i>Criteria for assessing the theoretical knowledge of the student</i>			
The student independently, clearly and consistently, with complete completeness, using the data of additional literature, answered all questions.	the student is maturely oriented in the material, but in answering made two or three not fundamentally important mistakes.	knows the actual material in the full course program, but finds it difficult to independently and systematically present the answers, forcing the teacher to offer him leading questions.	the student does not show knowledge and is poorly oriented in the main theoretical material of the course of pediatrics, which is manifested by offering him additional questions..
<i>Criteria for evaluating the performance of test tasks</i>			
90-100%	70-80%	50-60%	less than 50%
<i>Criteria for evaluating the solution of situational problems</i>			
3 of 3	2 of 3	1 of 3	none resolved
<i>Criteria for assessing student activity</i>			
Very active	Active	Inactive	Passive
The student actively works during the entire practical lesson, is able to express his attitude to alternative considerations on this problem, shows the ability to independently and reasonably present material, analyze phenomena and facts, make independent generalizations and conclusions. Demonstrates the ability to work in a group (is a leader), plan time, generate new ideas, evaluate the	The student actively works during the practical lesson, the presentation of the material is logical, the coverage of the issues is completed with conclusions, the student has shown the ability to perform educational tasks. Demonstrates the ability to work in a group, plan time, produce new ideas, evaluate the quality of work performed, be critical and self-critical, evaluate their knowledge and the knowledge	The student as a whole has mastered the essence of questions on the given subject, tries to analyze questions, to draw conclusions and to solve problems. But in class he behaves passively, responds only to the call of the teacher. Does not show activity in the group, or only after the leader's remarks.	The student is not active in independent work and in a group. Shows lack of interest and desire to work.

quality of work performed, be critical and self-critical, evaluate his own knowledge and the knowledge of others.	of others. But for the manifestation of their qualities needs a stimulus from the outside.		
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Assessment of individual student tasks

Grades for individual tasks are accrued to the student only if they are successfully completed and defended. The grade is added to the current performance.

Assessment of students' independent work

Students' independent work, which is provided by the topic of the lesson along with the classroom work, is assessed during the current control of the topic in the relevant lesson. Assimilation of topics that are submitted only for independent work is checked during the exam.

Final control

Upon completion of the study of the discipline, an exam is carried out. Only those students who do not have academic debt and have an average score for current educational activities of at least 3.00 are allowed to the final certification. Before the exam, students solve 20 tasks of the "Krok-2" type, students who have answered at least 90% of the tests are allowed to the exam.

The student's exam is graded on a 4-point scale. The means of diagnosing the assimilation of the material is the control of the implementation of practical skills (demonstration of the methodology and technique for the implementation of the proposed practical skills from the list below), an oral answer to 2 theoretical questions and a clinical task.

Discipline grade consists of two components:

- 50% - current academic performance (the arithmetic mean of all student grades);
- 50% mark on the exam.

The GPA for the discipline is calculated as the arithmetic mean of the current academic performance and the exam.

COURSE POLICY

Deadline and recompilation policy

During the passage of the cycle, a student can work out 1 pass of classes every day. After the end of the cycle, Thursday - 1 pass, every Saturday - 2 passes. Retaking the exam with the permission of the dean's office occurs after the student has worked out all the missing classes and unsatisfactory marks, if his rating is less than 3.0.

Academic Integrity Policy

Respect for academic virtue by education seekers includes:

- independent implementation of educational tasks, tasks of current and final control of learning outcomes;
- links to sources of information when using ideas, developments, statements, information;

It is unacceptable in educational activities for participants in the educational process to use prohibited auxiliary materials or technical means (cribs, notes, earpieces, phones, smartphones, tablets, etc.) during control events.

For violation of academic virtue, education seekers may be held liable for such academic responsibility.

- decrease in the results of the assessment of daily work, exam;
- re-passing the assessment

Attendance and lateness policy

Skips and late classes are not allowed.

Mobile devices

The use of mobile devices in the clinic and in the classroom is not allowed without the permission of the teacher.

Behavior in the audience

Students must maintain silence in the clinic, not talk unnecessarily in the wards of the hospital. The appearance of students must meet the requirements of the clinic, a robe, a hat, a mask. The student takes an active part in the implementation of the required minimum of theoretical educational work, mastering practical skills and supervision of thematic patients.