



Educational Institution
"Royal Metropolitan university"

Quality Management System
Syllabus of the discipline "Childhood diseases"
Specialty 560001 "General Medicine" EI "RMU"

Ministry of education and science of Kyrgyz Republic
EI "Royal Metropolitan University"
Department of clinical disciplines



SYLLABUS

of the discipline "Childhood diseases "
for students of specialty 560001 "General medicine"

Form of study	full- time
Course	4
Semester	7
Credit	3
Total credits in the curriculum	3
Total hours according to the curriculum	90
Lectures	18
Practical lessons	36
Independent work	36

Syllabus developer:
Assistant: Usupbekova. Zh. Zh

Reviewed and approved at a meeting of the
Department of "Clinical disciplines"
Protocol No. 1 from "9" 9 2024
Head of the department PhD Bekibaeva B.S.

(signature)

Bishkek 2024



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Name and complexity of the discipline.

Course	Semester	Number of weeks	Number of academic hours		Number of hours for independent work		Total hours	Number of modules
			Lectures	Practical classes	SIW	SIWT		
4	7	18	18	36	18	18	90	2

Annotation of the Academic discipline

The discipline "Childhood diseases" is an area of clinical medicine that studies the pathology of childhood, diagnosis, prevention and treatment of childhood diseases, taking into account the age characteristics of the child's body, aims to train a doctor who examines the main symptoms of childhood diseases, etiology, pathogenesis, classification, clinical manifestations, principles of clinical diagnosis, principles of treatment and prevention of the most important forms pathology of childhood.

Purpose of the discipline:


The purpose of studying the discipline "Childhood diseases" is to control the harmonious development of a child, to study the main symptoms and syndromes of the most common nosological forms of childhood diseases in their classic (typical) course, modern methods of their diagnosis, treatment and emergency care for children.

Learning Objectives:

To help students acquire knowledge based on the ability to study symptomatology and the basic principles of treatment for various pathologies of childhood and the analysis of indicators characterizing the state of children's health, measures to preserve, strengthen and restore health; Be able to present the results of the examination of the patient in the form of a medical history with justification of the preliminary diagnosis, registration of a temperature sheet and drawing up a plan for further examination of the sick child. To form theoretical foundations and practical skills for the preservation and strengthening, prevention of childhood diseases

After mastering the discipline of «Childhood diseases» the student:

will know

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- Anatomical and physiological features, patterns of growth and development, periods of childhood, age norms of anthropometric indicators; the influence of hereditary, exo and endogenous factors on the development of pathology, -features of metabolic processes and immunological protection in the child's body;
- a systematic approach to the analysis of medical information based on the principles of evidence-based medicine;
- Features of breastfeeding, benefits of breastfeeding and nutrition of older children;
- Basics of immunoprophylaxis, vaccination, vaccination calendar;
- Etiology, pathogenesis, clinical manifestations, classification, basic principles of treatment of major diseases of childhood;
- Examination of the patient, the basic principles of clinical and laboratory research;
- Principles of clinical diagnosis formulation;

he will understand:


- the principles of medical examination and the peculiarities of monitoring sick children;
- principles of primary and secondary prevention of pathological conditions;
- the need for anti-epidemic work, to determine the timing of isolation of the patient, contact, measures in the hearth;
- principles of maintaining medical accounting and reporting documentation in medical and preventive institutions of the healthcare system;
- mechanisms of development of pathological processes, pathogenesis and clinical manifestations of childhood diseases;
- principles of physical, laboratory and instrumental diagnostics of the norm and pathology of children;

will be able to use:

- methods of general clinical examination of children;
- research methods for detecting signs of lesions, clinical symptoms of disorders;

will be able to carry out:

- identification of the main pathological symptoms and syndromes of diseases in sick children and adolescents, use
- algorithms for diagnosis and their complications, taking into account the ICD;
- first aid for adults and children;
- a set of measures aimed at preserving and strengthening health, preventing diseases using innovative technologies;
- organization and provision of therapeutic and preventive, sanitary and anti-epidemic, preventive and rehabilitative care for -children and adolescents, taking into account the socio-professional and age-sexual structure;
- anamnesis collection; interview of the patient (if necessary, according to the parents), diagnosis and treatment of diseases;

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- prevention of nosocomial infections, compliance with antiepidemic standards;
- identification of the main symptoms and syndromes of pathological conditions in pediatrics;
- drawing up a plan for laboratory and instrumental examination to confirm the pathology;
- interpretation of the obtained results of laboratory and instrumental examination in pathological conditions;
- drawing up a plan for laboratory and instrumental examination to confirm the pathology;
- collecting anamnesis from the mother about the course of pregnancy;

will be able to analyze:

- data from a physical examination of a child patient (examination, palpation, auscultation, blood pressure measurement,
- determination of pulse characteristics, respiratory rate, etc.) when making a clinical diagnosis;

will be able to synthesize:

- the results of laboratory and functional diagnostics, thermometry, clinical examination data, symptoms and syndromes to
- identify pathological processes in organs and systems of children;

will be able to evaluate:

- results of laboratory and instrumental diagnostic methods in patients;
- patient's condition, severity of the disease;

Contents of the academic discipline

No.	Name sections and topics disciplines (lectures and practical classes)	Auditory lessons				Total hours for	Independent work	Student's independent	Used educational technologies and teaching methods	Models	Forms of current and midterm control
		Lectures	Seminars	Practical Lessons	Laboratory works						
1	Introduction to pediatrics. Periods of childhood. Physical and neuropsychic	2		2	4	2	2	<ul style="list-style-type: none"> ▪ Lecture using video materials (lecture), ▪ Oral survey ▪ Discussion 		Testing; Solving situational problems.	



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	development in children of the first year of life.										
2	Feeding children of the first year of life. Breastfeeding	2		2		4	2	2	<ul style="list-style-type: none"> ▪ Lecture using video materials (lecture), ▪ Simulation technologies (practical) ▪ Team-Based Learning (TBL) ▪ Case-Based Learning (CBL) ▪ Case-study Blitz survey 		<p>Oral survey with reinforcement of material.</p> <p>Checking the SIW.</p> <p>Solving situational problems</p>
3	Hypotrophy in children. Rickets in children	2		2		4	2	2	<ul style="list-style-type: none"> ▪ Simulation technologies (practical) ▪ Problem-Based Learning (PBL) ▪ Team-Based Learning (TBL) ▪ Case-study ▪ Blitz poll 		<p>Assessment of mastery of material through oral questioning.</p>
4	Anemia in children	2		2		4	2	2	<ul style="list-style-type: none"> ▪ Lecture using video materials (lecture), ▪ Simulation technologies (practical) ▪ Team-Based Learning (TBL) ▪ Case-study ▪ Blitz poll ▪ Small group work 	Operating unit simulation	<p>Oral survey.</p> <p>Checking the SIW.</p> <p>Assessment of the development of practical skills (abilities).</p> <p>Solving situational problems.</p>
5	Hemorrhagic diathesis in children. Hemorrhagic vasculitis in children	2	2			4	2	2	<ul style="list-style-type: none"> ▪ Simulation technologies (practical) ▪ Team-Based Learning (TBL) ▪ Case-study ▪ Blitz poll ▪ Small group work 	Operating unit simulation	<p>Test.</p> <p>Solving situational problems</p>




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									<ul style="list-style-type: none"> ▪ Communicative method 		
6	Thrombocytopenic purpura in children (Werlhof's disease) Hemophilia in children	2	2			2	2	2	<ul style="list-style-type: none"> ▪ Simulation technologies (practical) ▪ Situation-Based Learning (SBL) ▪ Case-study ▪ Blitz poll ▪ Small group work 	Simulation of the operating unit, surgical instruments and preparation of the surgeon's hands.	Test. Assessment of the development of practical skills (abilities). Solving situational problems
7	Urinary infection in children, cystitis	2	2			2	2	2	<ul style="list-style-type: none"> ▪ Simulation technologies (practical) ▪ Team-Based Learning (TBL) ▪ Case-study ▪ Blitz poll ▪ Small group work ▪ Communicative method 		Test. Solving situational problems
8	Pyelonephritis in children	2	2			2	2	2	<ul style="list-style-type: none"> ▪ Simulation technologies, as well as the use of video materials (practical) ▪ Team-Based Learning (TBL) ▪ Case-study ▪ Blitz poll ▪ Small group work 	Dressing trainer	Testing. Assessment of the development of practical skills (abilities). Checking the SIW.
9	Glomerulonephritis in children.	2	2			2	2	2	<ul style="list-style-type: none"> ▪ Lecture using video materials (lecture), ▪ Simulation technologies and the use of video materials (practical) ▪ Case-study 	An advanced simulator for mastering bleeding	Test. Assessment of the development of practical skills (abilities).

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								<ul style="list-style-type: none"> ▪ Blitz poll ▪ Small group work 	control skills	Checking the SIW.
Total hours by discipline:	1	3			54	1	18			
	8	6			h	8	h			
	h	h								

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Methodological recommendations for preparing for practical classes.

Practical lessons are held after lectures and are explanatory, generalizing and reinforcing in nature. They can be carried out not only in the classroom, but also outside the educational institution.

During practical classes, students perceive and comprehend new educational material. Practical classes are systematic, regularly following each lecture or two or three lectures.

Practical classes are carried out according to the schedule of the educational process and independent work of students in the disciplines.

When preparing for practical exercises, it is necessary to study in advance the methodological recommendations for its conduct. Pay attention to the purpose of the lesson, on basic questions to prepare for class, on the content of the lesson topic.

Before each practical lesson, the student studies the seminar lesson plan with a list of topics and questions, a list of references and homework on the material presented at the seminar. The following scheme of preparation for the seminar lesson is recommended for the student:

1. work through lecture notes;
2. read the basic and additional literature recommended for the section being studied;
3. answer questions from the seminar lesson plan;
4. study the topic and select literature for writing abstracts, reports, etc.

Plan for organizing student independent work


No .	Topic of student’s independent work:	Assignment for SIW	Recommended Literature	Deadlines delivery (week number)
1.	Intrauterine and extrauterine life. Classification	Essay, presentation/report	<ul style="list-style-type: none"> ●Antell SE, Keating DP. Perception of numerical invariance in neonates. <i>Child Development</i>. 1983. ●Anthony JL, Lonigan CJ, Driscoll K, Phillips BM, Burgess SR. Phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. <i>Reading Research Quarterly</i>. 2003;38(4):470–487 	2
2.	The problem of rickets in children as a factor in reducing the quality of life	Essay, presentation/report	<p>O.P. Ghai «Essential of Pediatrics» 6thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4</p>	4



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			<p>Pervez Akber Khan «Basis of Pediatrics» 7thed. Pp</p> <p>Lecture materials</p> <p>Nelson «Essential of Pediatrics» 10thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 6thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4</p>	
3.	Iron deficiency anemia in children	Essay, presentation/report	<p>O.P. Ghai «Essential of Pediatrics» 6thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4</p> <p>Pervez Akber Khan «Basis of Pediatrics» 7thed. Pp</p> <p>Lecture materials</p> <p>Nelson «Essential of Pediatrics» 10thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 6thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4</p>	8
4.	Hemorrhagic vasculitis in children	Essay, presentation/report	<p>O.P. Ghai «Essential of Pediatrics» 6thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4</p> <p>Pervez Akber Khan «Basis of Pediatrics» 7thed. Pp</p> <p>Lecture materials</p> <p>Nelson «Essential of Pediatrics» 10thed. Pp.</p> <p>O.P. Ghai «Essential of Pediatrics» 6thed. Pp.</p>	9

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			O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4	
5.	Werlhof's disease	Essay, presentation/report	O.P. Ghai «Essential of Pediatrics» 6thed. Pp. O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4 Pervez Akber Khan «Basis of Pediatrics» 7thed. Pp Lecture materials Nelson «Essential of Pediatrics» 10thed. Pp. O.P. Ghai «Essential of Pediatrics» 6thed. Pp. O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4	10
6.	Nephrotic and nephritic syndromes in children	Essay, presentation/report	O.P. Ghai «Essential of Pediatrics» 6thed. Pp. O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4 Pervez Akber Khan «Basis of Pediatrics» 7thed. Pp Lecture materials Nelson «Essential of Pediatrics» 10thed. Pp. O.P. Ghai «Essential of Pediatrics» 6thed. Pp. O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4	11

Methodological recommendations for preparing independent work

When studying the discipline “Propaedeutics of Surgical Diseases” the following types of independent work of students are used:

- studying theoretical material from lecture notes and recommended textbooks, educational literature, reference sources;



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– independent study of some theoretical issues not covered in lectures, writing abstracts, preparing presentations;

Students are invited to read and meaningfully analyze monographs and scientific articles on neurology and neurosurgery. The results of working with texts are discussed in practical classes.

To develop independent work skills, students complete assignments, independently turning to educational, reference and scientific-methodological literature. Testing the completion of assignments is carried out both in practical classes with the help of students' oral presentations and their collective discussion, and with the help of written independent work.

Essay—a summary in writing of the content of scientific work on the provided topic. This is an independent research work, where the student reveals the essence of the problem under study with elements of analysis on the topic of the essay.

Brings different points of view, as well as your own views on the problems of the topic of the essay. The content of the abstract should be logical, the presentation of the material is of a problem-thematic nature.

Requirements for writing an abstract:

The volume of the abstract may vary within 9-10 printed or handwritten pages.

Main sections: table of contents(plan), introduction, main content, conclusion, bibliography.

The abstract text must contain the following sections:

-title page indicating: name of the university, departments, abstract topics, Full name of the author and full name of the teacher

– introduction, relevance of the topic.

– main section.

– conclusion(analysis of literature search results);conclusions.

– the list of references must have at least 10 bibliographic titles, including network resources.

The text part of the abstract is drawn up on a sheet of paper in the following format:

– top margin – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm;

– text font: Times New Roman, font height – 14, space – 1.5;


– Page numbering is at the bottom of the sheet. There is no number on the first page.

The abstract must be completed competently in compliance with the culture of presentation. There must be references to the literature used, including periodical literature for the last 5 years.

Abstract evaluation criteria:

– Relevance of the research topic;

– relevance of the content to the topic;

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- depth of material elaboration;
- correctness and completeness of development of the questions posed;
- the significance of the findings for further practical activities;
- correctness and completeness of use of literature;
- compliance of the abstract design with the standard;
- the quality of the message and answers to questions when defending the abstract.

Report- this is a type of brief but informative message about the essence of the issue under consideration, various opinions about the subject being studied. In some cases, it is allowed to present the author’s own point of view within the framework of thematic issues.

Requirements for the report:

The length of the abstract should not exceed five printed pages.

A quality report has four main structural elements: 1) Introduction;

2) Introduction (at this stage the speaker must interest the audience, formulate the relevance and novelty of the research, emphasize the importance and purpose of the work done.) 3) Main part (it talks about the research methods used, the work done, and analyzes the results obtained);

4) Conclusion (summarizing the results of the work).

The text part of the report is drawn up on a sheet of the following format:

- top margin – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm;
- text font: Times New Roman, font height – 14, space – 1.5;
- Page numbering is at the bottom of the sheet. There is no number on the first page.

Criteria for evaluation:

- timeliness of submission;
- compliance with requirements;
- depth of material elaboration;
- relevance of the content to the topic;
- correctness and completeness of use of the source.

List of basic and additional literature

Main literature

- Basic of Pediatrics/ revised tenth edition/ Pervez Akbar Khan


- Workbook_in_Practical_Neonatology_Polin_6_ed_2019

- Nelson_essentials_of_pediatrics_Kliegman_8_ed_2019

Gomella_s_Neonatology_Gomella_8_ed_2020 (1)

Nelson «Essential of Pediatrics» 10thed. Pp.

O.P. Ghai «Essential of Pediatrics» 6thed. Pp.

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O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4

Pervez Akber Khan «Basis of Pediatrics» 7thed. Pp

Lecture materials

Nelson «Essential of Pediatrics» 10thed. Pp.

O.P. Ghai «Essential of Pediatrics» 6thed. Pp.

O.P. Ghai «Essential of Pediatrics» 7thed. Pp. 4

Pervez Akber Khan «Basis of Pediatrics» 7thed. Pp

Nelson Text book of Pediatrics 21st edition

Pervez Akber khan 10th edition

Monitoring and evaluation of learning outcomes


Each module is assessed using a 100-point system. The maximum score is 100. A student is allowed to take the final test if he has a total score in the discipline of 60 points or more.

Scoring Criteria	Module 1	Module 2
Independent work: abstract, report, etc.	20 points	20 points
Classroom work (activity in discussions, oral questioning, working with a glossary, lectures, completing assignments, etc.)	40 points	40 points
Total for the module (testing, situational task)	40 points	40 points
Total for the discipline (exam):	100 points	100 points

Evaluation criteria:

Criteria for assessing the practical lesson:

- an "excellent" grade is given to a student if he has knowledge of the discipline in the full scope of the program and comprehends the discipline sufficiently deeply; independently, in a logical sequence and exhaustively answers all questions, emphasizing the most essential, is able to analyze, compare, classify, generalize, concretize and systematize the studied material, highlight the main thing in it;
- "good" rating: the student has knowledge of the discipline almost in full of the program (there are knowledge gaps only in some sections); independently and partly with leading questions, gives complete answers to the ticket questions; does not always highlight the most significant, but at the same time does not make serious mistakes in the answers;
- a "satisfactory" grade is given in cases where the student has the basic knowledge of the discipline; shows difficulty in answering independently, uses imprecise formulations; in the process of answering, errors are made regarding the substance of

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the questions;

- an "unsatisfactory" grade is given in cases where the student has not mastered the required minimum knowledge of the subject and is not able to answer the questions on the ticket even with additional leading questions from the teacher.


Criteria for assessing practical skills:

- The "excellent" rating is given when all stages of the neurological examination are carried out thoroughly and systematically. Having clear and professional communication with the patient during the examination. The student has a thorough understanding of the neurological aspects being studied, including the analysis of specific symptoms and their interpretation.
- A "good" rating is given when the basic steps of the neurological examination are competently performed and the patient interacts effectively to ensure understanding and trust. With the ability to identify the main neurological symptoms and conduct appropriate analysis.
- A "satisfactory" rating is given when the main stages of the neurological examination are completed, but with some shortcomings, with some misunderstandings or failures in communication with the patient. With basic knowledge of neurological symptoms and their interpretation.
- An "unsatisfactory" grade is given if the student makes serious errors or omissions in conducting a neurological examination, as well as if there are problems in communication that may cause difficulties or even dissatisfaction in the patient and insufficient knowledge of neurological aspects and their identification during the examination.

Criteria for assessing Essay:

- an "excellent" grade is given to the student if the topic of the essay is fully covered, excellent mastery of the material is demonstrated, the appropriate sources are used in the right quantity, the structure of the work corresponds to the assigned tasks, the degree of independence of the work is high;
- a "good" grade is given to the student if the topic of the essay is basically covered, good mastery of the material is demonstrated, appropriate sources are used, the structure of the work basically corresponds to the assigned tasks, the degree of independence is average;
- a "satisfactory" grade is given to the student if the topic of the essay is poorly covered, satisfactory mastery of the material is demonstrated, the sources used and the structure of the work partially correspond to the assigned tasks, the degree of independence of the work is low;
- an "unsatisfactory" grade is given to the student if the topic of the essay is not covered, poor mastery of the material is demonstrated, the sources used are insufficient, the structure of the work does not correspond to the assigned tasks, the work is not independent.

Project evaluation criteria:

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- A grade of "excellent" is awarded to students if the project demonstrates outstanding depth of exploration of the neurological aspects of the topic, presenting innovative research approaches. Effective public education emphasizes creativity and originality of the project, as well as active community involvement. The organization and structure of the project is highly organized, logically structured, ideas are clearly and professionally expressed

- a “good” grade is given to students if the project demonstrates a good depth of research into neurological aspects, supported by specific facts and data. The effectiveness of education is significant, but there is room for further improvement. The presence of creative elements gives the project originality, but some aspects may require additional development. Community involvement is positive but can be more intense. The organization and structure of the project is generally good, but some areas may require improvement.

-A “satisfactory” grade is given to students if the project meets the minimum requirements for research in neurological aspects, but needs additional development. The effectiveness of education is at a basic level and the project can be improved in this area. The project contains elements of creativity, but they can be supplemented and deepened. Community involvement could be more active. The organization and structure of the project needs additional attention to improve clarity and consistency.


- an “unsatisfactory” grade is given to students; the project does not meet basic standards and does not provide sufficient depth in the study of the neurological aspects of tuberculosis. The effectiveness of education is extremely limited, creativity and originality are lacking. Community involvement is insufficient or absent. The organization and structure of the project raises serious concerns, making it difficult to understand and disorganized.

MCQ Assessment Criteria:

- An “excellent” mark on testing is awarded to a student who provides correct, deep and clear answers, demonstrating a high level of knowledge and its practical application. Important factors are the student's ability to solve complex problems, be creative, and comply with test requirements. Criteria may vary, but the general requirement is outstanding understanding and successful application of course material (if the number of correct answers is 90 or more)

- A “good” grade on testing is given to a student if he has demonstrated good knowledge of the subject, provided correct answers, clearly and clearly expressed his thoughts, and successfully completed the main aspects of the test tasks. This score may also reflect the student's ability to apply acquired knowledge in a variety of situations and effectively use the learned skills in test tasks (if the number of correct answers is from 76 to 89)

- A “satisfactory” test score is assigned to a student who demonstrates a basic understanding of the subject matter, provides answers that meet the minimum requirements, and successfully completes the core elements of the test. This score may

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indicate that the student has mastered the basics of the material, but may not have achieved a high level of depth of knowledge or was unable to cope with more complex aspects of the assignments. (with the number of correct answers from 60 to 75)

- an "unsatisfactory" mark on testing is given to a student if his knowledge of the subject is insufficient, the answers contain significant errors or do not meet the minimum requirements, and also if the student has not coped with the main aspects of the test. This score indicates an unsatisfactory level of mastery of the material and an inability to apply knowledge within the framework of test tasks (if he gave up to 59 correct answers inclusive.)

Scale of correspondence between grades and points on the final control (exam)	
Points	Grade
90-100	"Great"
76-89	"Fine"
60-75	"satisfactorily"
0-59	"unsatisfactory"

Academic discipline policy:

- compulsory attendance at classes;
- active participation of the student in practical classes;
- preliminary preparation and completion of homework;
- high-quality and timely completion of tasks under CDS;
- participation in all types of control (current, milestone, final);
- one lateness to classes and/or leaving before their end for any reason is considered as one missed lesson that cannot be restored;
- unacceptable: the use of cell phones during classes, deception and plagiarism, late submission of assignments, failure to comply with chain of command and rules of conduct.

Help: For consultations on completing independent work their delivery and defense, as well as for additional information on the material covered and all other questions that arise regarding the course being taught, please contact the teacher during the hours allocated for SIW.