



Educational Institution
"Royal Metropolitan university"

Quality Management System
Syllabus of the discipline "Propaedeutics of 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

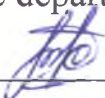
by discipline "Propedeutics of childhood diseases"
for students of specialty 560001 "General medicine"

Form of education	full-time
Course	3
Semester	5
Exam	5
Total credits according to the curriculum	3
Total hours according to the curriculum	90
Lectures	18
Practical classes	36
Independent work	36

Syllabus developer:
Assistant of the Department
Usupbekova Zh.Zh.


Reviewed and approved at a meeting of the
Department of "Clinical disciplines"
Protocol No 1 from "9" 09 2024

Head of the department PhD Bekibaeva B.S.



(signature)

Bishkek 2024

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Teacher: Usupbekova Zh.Zh.

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Title and labor intensity 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		
2	4	18	36	36	24	24	120	2

Annotation of Academic discipline

Propaedeutics of childhood diseases - the main clinical discipline of medical education, studies and analyses the anatomo-physiological features inherent in children of different ages from the period of newborn to the end of adolescence, as well as the age-specific features of growth, development, formation of all systems of the child's body, studies the peculiarities of the methods of examination, palpation, percussion, auscultation in children. Familiarises with the scope of examination of patients with diseases in childhood, semiotics of the main lesions of various systems and the body as a whole; clinical interpretation of the findings of general and additional examination of patients; principles of rational nutrition of children.

The purpose of discipline:

The purpose of mastering the academic discipline "Propaedeutics of childhood Diseases" is the formation of theoretical and practical knowledge, abilities and skills of diagnosis, treatment tactics, dispensary, prevention of the most common diseases in children of early and older age and the provision of emergency care depending on the nosology of the disease, training of a doctor with general and special competencies that contribute to his social mobility and sustainability in the labour market, readiness for post-graduate training with a postgraduate course of study in the field of paediatrics and paediatrics.

Learning objectives:

- introduce students with the principles of organisation and operation of paediatric hospitals, prevention of nosocomial infections, creation of favourable conditions for patients and working conditions for medical personnel;
- Formation of students' understanding of the prevalence and significance of diseases of children of early and older age, and the relationship of these diseases with the pathology of other organs and systems;
- acquaint students with anatomo-physiological features of systems and organs of a healthy child, normal rates of growth and development (physical and



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psychomotor), peculiarities of immunity, metabolism, homeostasis of a child's organism;

- Familiarisation of students with the peculiarities of etiology, pathogenesis, clinical picture and course of childhood diseases, including the study of factors contributing to the chronic course of the disease and the development of complications;
- Formation of students' skills in mastering the methods of clinical examination of sick children;
- Formation of the ability to apply the clinical tests and samples necessary to confirm the diagnosis and interpret the data of clinical and laboratory methods of research;
- Developing students' skills in providing emergency and first aid to children and referring them to appropriate specialists when necessary;
- To acquaint students with the principles of organisation and orientation of work on the formation of a healthy lifestyle of a child and his/her family;
- Formation of students' skills of studying scientific literature and official statistical reviews, preparation of abstracts, reviews on modern scientific problems in the field of paediatrics;
- familiarising students with occupational health and safety measures, prevention of childhood diseases, monitoring compliance and ensuring environmental safety;
- acquaint students with the organisation of work with medicines and compliance with the rules of their storage in a children's hospital;
- developing students' skills of communication and interaction with the team, partners, children and their parents.

After mastering the discipline "Propaedeutics of childhood diseases" student:
will know:

- anatomo-physiological, age-sex and individual features of the structure and development of a healthy and sick child;
- basics of the organisation of outpatient and inpatient care for children, adolescents and adults, modern organisational forms of work and diagnostic capabilities of the outpatient service;

will be able to use:

- Methods of general clinical examination of paediatric patients;
- basic research methods to identify risk groups in the paediatric population and to know the APFs of different age groups of children.
- physical examination methods in paediatrics.

will be able to analyse:

- physical examination data (inspection, palpation, auscultation, BP measurement, pulse rate, respiratory rate, etc.) in making a clinical diagnosis;

will be able to synthesize:

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



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- use of medical devices stipulated by the procedures for the provision of medical care to patients;
- peculiarities of medical care for adults and adolescents in emergency conditions;
- methods of medical statistics; mass infectious and non-infectious diseases; methods of health promotion; methods of disease prevention; methods of sanitary and educational work;

will be able to assess:

- clinical picture, specific features of the course and possible complications of the most common diseases that occur in a typical form in the adult population;
- classification and main characteristics of medicines, pharmacodynamics and pharmacokinetics, indications and contraindications for the use of medicines; side effects

Contents of the academic discipline


№	Name sections and topics disciplines (lectures and practical classes)	Auditory lessons				Total hours for classroom work	Independent work	Student's independent work	Used educational technologies, methods and methods of teaching	Models	Forms of current and border control academic performance
		lectures	seminars	practical lessons	laboratory works						
	Module 1										
1	Introduction to the subject. Periods of childhood. Physical and psychomotor development of children, assessment criteria.	4		4		8	4	4	lecture with the use of video materials, lesson with the use of a simulator; self-training	1013066 PEDI Blue with SmartSkin technology	Exercise using simulators. Supervisory Questions.
2	Respiratory system in children, their APF Methodology of respiratory system examination. Semiotics of lesions.	4		4		8	4	4	Visualization lecture, a training session	1013066 PEDI Blue with SmartSkin	Assessment of mastering practical skills



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6	APF of urinary system in children. Methods of examination of urinary system in children. Symptoms of lesions. Interpretation of GUA. Renal test.	4		4		8	2	2	Lecture-visualisation, lesson with the use of a simulator; self-training	1013066 PEDI Blue with SmartSkin technology Complete Infant CRiSis Manikin - 1005658	Assessment of mastering practical skills (abilities). Control questions.
7	APF of the musculoskeletal system. Methods of examination. Semiotics of lesions.	4		4		8	2	2	Lecture with the use of video materials lesson with the use of simulator; self-training	1013066 PEDI Blue with SmartSkin technology	Exercise using simulators. Supervisory Questions.
8	Methods of endocrine system research in children in connection with their APF. Semiotics of the lesion.	4		4		8	2	2	Lecture-visualisation, lesson with the use of a simulator; self-training	1013066 PEDI Blue with SmartSkin technology	Exercise using simulators. Supervisory Questions.
9	Infant feeding. Nutrition of a pregnant woman. Natural feeding. Mixed feeding. Nutrition of a healthy child.	4		4		8	2	2	Lecture-visualisation, lesson with the use of a simulator; self-training	1013066 PEDI Blue with SmartSkin technology	Class with the use of simulators. Testing
	Total 4th semester	36		36		72	24	24			Credit

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Methodological recommendations for practical classes

Practical classes are held after lectures and are of an explanatory, summarising and consolidating nature. They can be conducted not only in the classroom, but also outside the institution.

During practical classes, students perceive and comprehend new learning 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 disciplines.

When preparing for practical classes, it is necessary to study in advance the methodological recommendations for its implementation. Pay attention to the purpose of the lesson, to the main questions to prepare for the lesson, to the content of the topic of the lesson.

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

1. work through the lecture notes;
2. read the main and additional literature recommended for the studied section;
3. answer the questions of the plan of the seminar class;
4. study the topics and select literature for writing essays, reports, etc.

Plan for organising the student's independent work (SIW)

№	The topic of student's independent work:	Assignment for SIW	Recommended literature	Timing surrenders (week number)
1.	Anatomo-physiological features of the respiratory system in children and adolescents, relationship to pathology	Study of training and lecture material, essay	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi. p. 209-219	1
2.	Methods of respiratory examination in children.	Study of educational and lecture material. Abstract, study of medical history.	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi p.220-233 Pervez Akber Khan "Basis of Pediatrics" 10thed.p 243-266.	2



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3.	Semiotics of respiratory lesions in children	Study of training and lecture material, essay	Nelson. Textbook of Pediatrics. 21st ed. by Richard E. Md. Berman (Editor).8506-8557	3
4.	Functional and instrumental methods of investigation of the respiratory system.	Study of educational and lecture material, abstract, tables	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi.676-689	4
5	Anatomo-physiological features of the cardiovascular system in children	Study of educational and lecture material, abstract.	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi. p.243-257 Nelson. Textbook of Pediatrics. 21st ed: by Richard E. Md. Berman (Editor).9245-9263	5
6.	Methods of cardiovascular research in children and adolescents.	Working through the training and lecture material, abstract. Role play	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi.p.264-283 Nelson. Textbook of Pediatrics. 21st ed: by Richard E. Md. Berman (Editor).9267-9286	6
7.	Semiotics of cardiovascular lesions in children.	Working through the training and lecture material, abstract. Situational tasks	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G.	7



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			Szilagyi.p. 284-293 Nelson. Textbook of Pediatrics. 21st ed. by Richard E. Md. Berman (Editor).9351-9366	
8.	Functional and instrumental methods of blood circulation research in children	Study of educational and lecture material, abstract, tables	Nelson. Textbook of Pediatrics. 21st ed. by Richard E. Md. Berman (Editor).9289-9332 Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi.690-698	8
9.	Age peculiarities of the endocrine system in children and adolescents. Main syndromes of endocrine gland damage	Study and lecture material, abstract. Presentation Situational challenges	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi.699-714 Nelson. Textbook of Pediatrics. 21st ed.: by Richard E. Md. Berman (Editor).11384-11702	9
10	Diseases of metabolic disorders.	Study of educational and lecture material, abstract, study of medical history.	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi. Nelson. Textbook of Pediatrics. 21st ed. by Richard E. Md. Berman (Editor).	10



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11	Syndrome of fluid accumulation in the pleural cavity. Causes, pathogenesis, clinic, methods of early detection in children.	Working through the training and lecture material, abstract. Situational tasks	Pervez Akber Khan "Basis of Pediatrics" 10 th ed.p 256-257	11
12	Syndrome of air accumulation in the pleural cavity. Causes, pathogenesis, clinic, methods of early detection in children.	Study of educational and lecture material, abstract.	Nelson. Textbook of Pediatrics. 21st ed: by Richard E. Md. Berman (Editor).8506-8567	12
13	Auscultation of the heart (methodology), heart tones in norm and pathology. Heart murmurs.	Working through the training and lecture material, abstract. Role play	Nelson. Textbook of Pediatrics. 21st ed: by Richard E. Md. Berman (Editor).9267-9286	13
14	Syndromes of heart rhythm disorders (arrhythmias), inflammation (carditis), heart defects, acute and chronic heart failure syndromes.	Study of educational and lecture material, abstract, study of medical history.	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi.p284-293.	14
15	Myelopoiesis. Blood formula (normal). The clotting system of blood, methods of determining the clotting time. Blood parameters in different age groups in children.	Working through the training and lecture material, abstract. Situational tasks	Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi p.670-672	15
16	Semiotics of changes in the hematopoietic system, red blood cells (anaemias: WDD, B12 deficiency anaemia, haemolytic, hypoplastic anaemia), leukocytes (leukocytosis, leukopenia), platelets (thrombocytosis, thrombocytopenia). Pathological changes in red blood cells.	Study of educational and lecture material, abstract. Role play, study of medical history.	Pervez Akber Khan "Basis of Pediatrics" 10 th ed.p 396-406	16



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Methodological recommendations on the performance of independent work.

Extracurricular independent work of students (hereinafter referred to as independent work) is a planned educational, research, scientific and research activity of students, carried out in extracurricular time on the assignment and under the methodological guidance of the teacher, but without his direct participation. It includes:

preparation for classroom sessions (lectures, practical, seminar, etc.) and fulfilment of relevant assignments;

independent work on individual topics of academic disciplines in accordance with the educational and thematic plans;

- writing essays, reports;

preparation for all types of practice and fulfilment of the tasks stipulated by them;

- preparation for all types of control tests, including comprehensive examinations and credits;

preparation for the final state certification, including the final qualification work;

other activities organised and carried out by the university, faculty or department.

Execution of any type of independent work involves students passing through the following stages:

defining the purpose of independent work;

specification of a cognitive (problem or practical) task; - planning of independent work;

implementation of the programme of independent work.

A PowerPoint presentation slide is a single page or image in PowerPoint that is used to visually present information. Slides are the main element of a presentation and allow you to structure and communicate content in a convenient format.

Presentation design requirements:

-When compiling slides, you can follow the following structure:

Slide 1: title slide (title of the work, purpose of the work);

Slide 2: relevance of the topic, object and subject of the study (you can insert drawings and photos of the subject of the study);

Slide 3: purpose, hypothesis and objectives of the study;

Slide 4: theoretical basis, methods and tools of the research;

Slide 5-8: content of the research (proposed solution of the research problems with justification, main stages of the work);

Slide 9: analysis and practical significance of the achieved results;

Slide 10: general conclusion and conclusions.

The presentation should last no more than 10 minutes

General recommendations:


- the information that is perceived worse without visual support should be put on the slide;

- slides should supplement or summarise the content of the presentation or its parts, not duplicate it;

- each slide should have a title;

- information on the slides should be brief, clear and well structured;

- the slide should not be overloaded with graphic images and text, the free margin of the slide should be large enough.

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Abstract - a summary in writing of the content of scientific work on the provided topic. It is an independent research work, where the student reveals the essence of the researched problem with elements of analysis on the topic of the abstract.

Cites different points of view, as well as his/her own views on the problems of the abstract topic. The content of the abstract should be logical, the presentation of the material should be problem-thematic in nature.

Requirements for the design of the abstract:

The length of the abstract can range between 9-10 typed pages.

Main sections: table of contents (outline), introduction, main content, conclusion, list of references.

The text of the abstract should contain the following sections:

- title page with the following information: name of the university, department, topic of the abstract, name of the author and name of the teacher

- introduction, relevance of the topic.
- main section.
- conclusion (analysing the results of the literature search); conclusions.
- The list of literature sources should have at least 10 bibliographic titles, including online resources.

The text part of the abstract shall be drawn up on the following format sheet:

- top indent - 2 cm; left indent - 3 cm; right indent - 1.5 cm; bottom indent - 2.5 cm;
- text font: Times New Roman, font height - 14, space - 1.5;
- Page numbering - from the bottom of the sheet. The first page is not numbered.

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


Criteria for evaluating the abstract:

- relevance of the research topic;
- relevance of the content to the topic;
- depth of development of the material;
- the correctness and completeness of the development of the issues raised;
- significance of the findings for further practical activities;
- the correctness and completeness of the use of literature;
- compliance of the abstract design with the standard;
- quality of reporting and answers to questions when defending the abstract.

List of basic and additional literature

Basic literature

Authors	Year ed.
Basic	
Nelson. Textbook of Pediatrics. 21st ed.	2021
Pervez Akbar Khan Basis of Pediatrics 10 th ed.	2012
Bates' Guide to Physical Examination and History Taking - 8th ed./ Lynn S. Bickley. Peter G. Szilagyi	2020

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Gomella's neonatology 8 th ed. Tricia Lacy Gomella, Fabien G.Eyal, Fayez Bany-Mohammed	2020
Practical guide Endocrine Conditions in Pediatrics Takara Stanley, Madhusmita misra	2021

Additional	
Oxford handbook of neonatology Grenville Fox, Nicolas Hoque, Timothy Watts	2017
Nelson Essentials of pediatrics 8 th ed.	2018

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	Module 3
Attendance	20 points	20 points	20 points
Classroom work (activity in discussions, oral questioning, working with a glossary, lectures, completing assignments, etc.)	20 points	20 points	20 points
Independent work: Essay, report, etc.	20 points	20 points	20 points
Total for the module (testing, situational task)	40 points	40 points	40 points
Total for the discipline (exam):	100 points	100 points	100 points

Evaluation criteria:

Criteria for assessing the practical class:

- *"Excellent"* rating awarded to the student if he has knowledge of the discipline in the full scope of the program and comprehends the discipline deeply enough; 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;
- *rating "good"* the student has knowledge of the discipline almost to the full extent 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;
- *rating "satisfactory"* is given in cases where the student has basic knowledge in the discipline; shows difficulty in answering independently, uses imprecise formulations; in the process of answering, errors are made regarding the substance of the questions;
- *rating "unsatisfactory"* is given in cases where the student has not mastered the required minimum knowledge of the subject and is unable to answer the questions on the ticket even with additional leading questions from the teacher.

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Criteria for evaluating practical skills:


- *Rated “excellent”* is determined through a thorough and systematic conduct of all stages of the neurological examination. 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.
- *Rated “good”* graded by competently performing the basic steps of a neurological examination and interacting effectively with the patient to ensure understanding and trust. With the ability to identify the main neurological symptoms and conduct appropriate analysis.
- *Rating “satisfactory”* is set when performing the main stages of a neurological examination, but with some shortcomings, with some misunderstandings or failures in communication with the patient. With basic knowledge of neurological symptoms and their interpretation.
- *Rating “unsatisfactory”* awarded 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 evaluating essay:

- *rating “excellent”* awarded to the student if the topic of the essay is fully disclosed, excellent mastery of the material is demonstrated, 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;
- *rating “good”* awarded 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 generally corresponds to the assigned tasks, the degree of independence is average;
- *rating “satisfactory”* awarded 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;
- *rating “unsatisfactory”* assigned 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:

- *“Excellent” rating* awarded to students if the project demonstrates outstanding depth of exploration of the neurological aspects of the topic while 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.

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-rating "satisfactory" awarded to students if the project meets the minimum requirements for research in neurological aspects, but requires 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 Evaluation Criteria:

- "excellent" rating on testing is awarded to the student who provides correct, deep and clear answers, demonstrating a high level of knowledge and their 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)

- rating "good" 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 also successfully coped with 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)


- rating "satisfactory" on testing is awarded to a student who demonstrates a basic understanding of the subject matter, provides answers that meet the minimum requirements, and successfully completes the main elements of the test. This score may 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).

- rating “unsatisfactory” 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	"excellent"
76-89	"good"
60-75	"satisfactorily"
0-59	"unsatisfactory"

Academic discipline policy:

- compulsory attendance at classes;

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- active participation of the student in practical classes;
 - preliminary preparation and completion of homework;
 - high-quality and timely completion of tasks under SIW;
 - 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.
- Assist:** 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.



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