

SYLLABUS

INTERNATIONAL EUROPEAN
UNIVERSITY



SCHOOL OF
MEDICINE

PROPAEDEUTICS OF PAEDIATRICS

2023



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Discipline		PROPAEDEUTICS OF PAEDIATRICS		
Teacher(s)		Goncharova Yulia Oleksiivna Bondarenko Anastasiia Valeriivna Lapiy Fedir Ivanovych Stepanovskyi Yurii Stepanovych Anna Mykhailivna Hilfanova		
Profile of the teacher(s)		https://medicine.ieu.edu.ua/pro-yemsh/kafedry/kafedra-medyko-profilaktychnykh-dystsyplin		
Consultations				
Face-to-face consultations		Second Thursday of the month from 15:00 to 16:00		
Online consultations		Fourth Friday of the month from 15:00 to 16:00		
Contact phone number		+380674046359 - Bondarenko Anastasiia Valeriivna		
E-mail		anastasiyabondarenko@ieu.edu.ua		
Discipline page		https://medicine.ieu.edu.ua/pro-yemsh/kafedry/kafedra-medyko-profilaktychnykh-dystsyplin		
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1 Brief summary of the discipline

The programme of the discipline is drawn up in accordance with the educational qualification characteristics (EQC) and educational and professional programmes (EPP) of training approved by the Resolution of the Cabinet of Ministers of Ukraine of 29.04.15 No. 266 of the direction of training "On approval of the list of branches of knowledge and specialties in which higher education applicants are trained"

2 Prerequisite for the course

It is based on the basic concepts and knowledge of anatomy, histology, medical and biological physics, inorganic, bioinorganic and biological chemistry, biology (general, molecular and medical), normal physiology, microbiology, and integrates with these disciplines, as well as with pathomorphology and pharmacology.

3 Purpose and objectives of the discipline

The purpose of studying propedeutics of paediatrics is the ultimate goals that are set on the basis of the educational and professional training programme for a doctor in the specialty of a specialist in accordance with the requirements of the systemic knowledge and skills that a specialist must master in accordance with the educational qualification characteristics and educational and professional training programmes, and is the basis for building the content of the discipline. The description of goals is formulated through skills in the form of target tasks (actions).

On the basis of the ultimate goals for each section or content section, specific goals are formulated in the form of certain skills (actions), target tasks that ensure the achievement of the ultimate goal of studying the discipline.

4 Learning outcomes

PLR-1	Have a thorough knowledge of the structure of professional activity. Be able to carry out professional activities that require updating and integrating knowledge. To be responsible for professional development, the ability to further professional training with a high level of autonomy.
PLR-3	Specialised conceptual knowledge that includes scientific achievements in the field of healthcare and is the basis for research, critical thinking in the field of medicine and related interdisciplinary issues.
PLR-4	Identify and identify the leading clinical symptoms and syndromes (according to list 1); using standard methods, using preliminary data from the patient's history, examination of the patient, knowledge of the person, his/her organs and systems, establish a preliminary clinical diagnosis of the disease (according to list 2).
PLR-5	Collect complaints, anamnesis of life and disease, assess the patient's psychomotor and physical development, the state of organs and body systems, and evaluate information on the diagnosis (according to List 4) based on the results of laboratory and instrumental studies, taking into account the patient's age.
PLR-6	To establish the final clinical diagnosis by making an informed decision and analysing the obtained subjective and objective data of clinical, additional examination, differential diagnosis, following the relevant ethical and legal standards, under the supervision of a supervising physician in a healthcare facility (according to list 2).

4 Learning outcomes

PLR-7	Prescribe and analyse additional (mandatory and optional) methods of examination (laboratory, functional and/or instrumental) (according to list 4), patients with diseases of organs and body systems for differential diagnosis of diseases (according to list 2).
PLR-9	Determine the nature and principles of treatment of patients (conservative, surgical) with diseases (according to list 2), taking into account the patient's age, in a health care facility, outside it and at the stages of medical evacuation, including in the field, based on a preliminary clinical diagnosis, observing the relevant ethical and legal standards, by making an informed decision according to existing algorithms and standard schemes, if necessary, expand the standard scheme, be able to justify personalised recommendations under the supervision of a medical supervisor
PLR- 10	Determine the necessary work, rest and nutrition regime based on the final clinical diagnosis, in compliance with relevant ethical and legal standards, by making an informed decision based on existing algorithms and standardised schemes.
PLR- 12	To assess the general condition of a newborn child by making an informed decision according to existing algorithms and standardised schemes, in compliance with relevant ethical and legal standards.
PLR- 13	Assess and monitor the child's development, provide recommendations on feeding and nutrition depending on age, and organise preventive vaccinations according to the calendar.
PLR- 14	Determine the tactics and provide emergency medical care for urgent conditions (according to list 3) in a time-limited environment in accordance with existing clinical protocols and treatment standards.
PLR- 17	Perform medical manipulations (according to List 5) in a healthcare facility, at home or at work based on a preliminary clinical diagnosis and/or patient's condition indicators by making an informed decision, following the relevant ethical and legal standards.
PLR- 21	Find the necessary information in professional literature and databases from other sources, analyse, evaluate and apply this information.
PLR- 24	To organise the necessary level of individual safety (own and of persons under his/her care) in the event of typical dangerous situations in the individual field of activity.
PLR- 25	Clearly and unambiguously communicate own knowledge, conclusions and arguments on healthcare and related issues to specialists and non-specialists.
PLR- 27	Communicate fluently in the state language and English, both orally and in writing, to discuss professional activities, research and projects.

5 Credits ECTS

The discipline takes 180 hours of 6 ECTS credits to study.

6 Structure of the discipline

Nº	Topic	Lect.	Pract.	Ind.
Content section 1. Child growth and development				



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1	Paediatrics is the science of healthy and sick children. The main historical stages of development of paediatrics in the world and Ukraine. Children's population in the world and Ukraine: demography, global problems and challenges, level and structure of morbidity and mortality. Organisation of medical care for children: models, types, stages and principles. Periods of childhood, their characteristics and features. Normal growth and development of a child. Features of the method of examination of a sick and healthy child. The scheme of paediatric medical history. Features of history taking in children. Features of childcare and creating a safe environment.	2	6	8
2	The newborn baby. Primary toilet and maturity of the newborn. Signs of prematurity, classification of preterm infants. Assessment of the general condition and the APGAR Scale. Physiological, milestone and pathological conditions of the newborn. Features of newborn care.	2	4	2
3	Assessment of children's physical development. Dynamics of growth, body weight, changes in head and chest circumference, proportions, etc. Technique of anthropometric measurements and evaluation of their results. Semiotics of physical development disorders.		4	2
4	Psychomotor development of children of different age groups. Development of motor skills, statics, sensory reactions, speech, emotional and social behaviour in young children. Semiotics of psychomotor development disorders in children. Behavioural disorders in children: main causes, signs. Crying, hysterical attacks, attention deficit hyperactivity disorder, respiratory and affective attacks, attention deficit hyperactivity disorder, autism spectrum disorders.		4	4
5	Normal sleep and its disorders in childhood. Sudden infant death syndrome. Daily routine. Safe and barrier-free environment. Body hygiene. Oral care, caries prevention. Control of stool.		2	2
Content area 2: Infant feeding, nutrition for healthy children and adolescents				
6	Infant feeding. The need for nutrients and energy. Natural infant feeding: benefits for baby and mother. Composition of female milk. Lactation: physiology, initiation, disorders and problems, cessation of feeding. Composition of female milk. Methods of breastfeeding, expressing and storing breast milk. Contraindications to breastfeeding. Calculation of daily food intake and diet.	2	2	4
7	Feeding preterm infants		2	-
8	Partial breastfeeding (mixed) and artificial feeding of infants. Classification and characteristics of infant formula. Feeding techniques, calculation of one-time and daily nutrition. The system of supplementary feeding at the breast.		4	4
9	Infant feeding (complementary foods): classic and BLW. Techniques and rules for introducing complementary foods. Drawing up a "food sheet" for children of the first year of life.		4	8
10	Principles of nutrition for healthy children and adolescents. Nutrient and energy requirements. Veganism and vegetarianism. Creating a "menu" for children and adolescents.		2	2
Content section 3. The nervous system in children.				



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11	Anatomical and physiological features, methods of clinical neurological examination of children. Methods of clinical neurological examination of children. Examination of sensitivity, tendon reflexes and cranial nerves. Examination of meningeal reflexes and coordination of movements (Romberg's pose, finger-nose test, heel-knee test).	1	2	
12	Semiotics of the main diseases of the nervous system in children (hydrocephalus, meningitis, encephalitis, cerebral palsy, etc.) Features of cerebrospinal fluid in children and semiotics of its changes in pathology (purulent and serous meningitis, hydrocephalus, etc.)	1	2	
Content section 4. Skin, subcutaneous tissue and musculoskeletal system in children.				
13	Anatomical and physiological features, methods of examination of the skin and subcutaneous tissue in children. Semiotics of skin and subcutaneous tissue lesions.	2	2	
14	Anatomical and physiological features, methods of examination of the bone and muscular systems in children. Semiotics of bone and muscular system disorders in children.	2	2	
Content section 5. Respiratory system in children.				
15	Anatomical and physiological features, methods of examination of the respiratory system in children (complaints, anamnesis, examination, palpation, percussion, auscultation). Semiotics of lesions (cough, dyspnoea, etc.) and major respiratory diseases in children	1	2	2
16	Semiotics of respiratory diseases. Syndromes of respiratory disorders and respiratory failure, main clinical manifestations.	1	2	0
Content section 6. Cardiovascular system in children.				
17	Anatomical and physiological features of the cardiovascular system in children. Features of fetal circulation. Methods of examination, palpation, percussion and auscultation of the cardiovascular system in children.	1	2	2
18	Semiotics of changes in diseases of the cardiovascular system (cyanosis, bradycardia, tachycardia, etc.). Semiotics of congenital and acquired diseases of the heart and blood vessels in children. Electrocardiography, phonocardiography, echocardiography	1	2	4
Content section 7. Blood system and immune system in children				
19	Features of the blood system in children of different age groups. Methods of clinical and laboratory examination of children with blood system disorders. Clinical and haematological semiotics of the main syndromes (anaemic, haemolytic, haemorrhagic, etc.) and diseases of the blood system in children.	1	2	2
20	Anatomical and physiological features, examination methods, semiotics of immune system diseases in children. Methods of diagnosing immunodeficiencies in children.	1	2	
Content section 8. The digestive system in children				
21	Anatomical and physiological features, methods of examination of the digestive system in children. The main diseases of the digestive system in young children (pylorospasm, pylorostenosis, dyspeptic syndrome, malabsorption syndrome, etc.)	1	2	2
22	Semiotics and diagnostics of digestive diseases in older children (gastritis, peptic ulcer, cholecystitis, biliary dyskinesia, etc.) Main syndromes (abdominal, hepatobiliary, integumentary, pain syndrome, jaundice, cholestasis syndrome, etc.)	1	2	2
Content section 9. The urinary system in children				



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23	Anatomical and physiological features of the urinary system in children. Methods of examination of the urinary system in children. Semiotics of microscopic changes in urinary sediment (protein, erythrocyte, leukocyte and cylindruria, etc.). Acute and chronic renal failure syndrome.	2	2	6
Content section 10. The endocrine system in children and metabolism				
24	Anatomical and physiological features, methods of examination of the thyroid and parathyroid glands, pineal gland, pituitary gland and adrenal glands in children. Semiotics of diseases. Methods of examination of the pancreas in children. Semiotics of diseases and syndromes. Coma. Water-electrolyte, energy, lipid, protein, carbohydrate metabolism.	2	2	6
25	Metabolism: peculiarities in children and semiotics of disorders		2	10
Content section 11. Management of a sick child				
26	Supervision of a sick child. Writing a medical history of a sick child.		2	8
27	Protection of medical history.		2	
28	Practical skills		2	4
29	Examination		2	
Total		24	72	84
Credits CKTC – 6 ; total hours - 180				

7 Signs of discipline

Duration of teaching	Semestr	International disciplinary integration	Course (year of study)	Cycles
1 year	VI, VII	Yes	3, 4	Professional training cycle

8 Evaluation system and requirements

The current performance of students is assessed on a 4-point scale (2; 3; 4; 5) at each practical, taking into account the approved assessment criteria for the relevant discipline. The student must receive a grade for each topic for further conversion of grades into points on a multi-point (200-point) scale.

Assessment criteria for current learning activities:

Excellent ("5") - the student has correctly answered 90-100% of the A-format tests (from the Krok-2 database). The student solves situational problems of increased complexity, is able to summarise the material.

Good ("4") - the student correctly answered 70-89% of the tests of format A. Possesses the necessary practical skills and techniques for their implementation to an extent exceeding the required minimum.

Satisfactory ("3") - the student correctly answered 50-69% of the tests of format A. Has only the mandatory minimum of research methods.

Unsatisfactory ("2") - the student correctly answered 50% of the tests of format A. When answering and demonstrating practical skills, he/she makes significant, gross mistakes.

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

The semester credit is assessed on a two-point scale (passed/not passed) and a 200-point scale by determining the arithmetic mean of the current grades for each practical lesson on a 4-point scale and its subsequent conversion to 200-point scale. The minimum number of points that a student must score is 120.

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Conditions for admission to the final control

Students who have completed all types of work and assignments provided for in the curriculum for the semester in accordance with the discipline, attended all classes provided for in the curriculum, written and submitted a medical history and have an average score for current academic activities of at least "3" (72 points on a 120-point scale) are admitted to the semester final control.

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Discipline policy

A prerequisite for a successful educational process is personal compliance by each student of a higher education institution with the rules of conduct accepted both at the university and in society. The future doctor must have a high level of behavioural culture, behave with dignity, tact, and self-control.

The student must be on time for classes and wear academic medical uniform (white coat or surgical suit). The student must adhere to the schedule of the educational process, come to class prepared on the topic of the class. During the class, the student must not leave the classroom without the permission of the teacher; use a mobile phone and other means of communication and information without the permission of the teacher, engage in outside activities, distract other students. When writing different types of papers, students must adhere to the rules of academic integrity.

The teacher must adhere to the implementation of the curriculum, objectively assess students' knowledge and skills. During the educational process, the teacher must be aware of anti-corruption measures and not engage in corrupt activities.

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Policy on absences and late assignments

A student who, for valid reasons, confirmed by documentary evidence, was not subject to current control has the right to pass the current control within two weeks after returning to study.

A student who was absent from classes without valid reasons, did not participate in the current control activities, did not eliminate academic debt, is not allowed to take the final semester control of knowledge in this discipline, and on the day of the exam, the academic staff member gives the grade "not admitted" in the examination record. Retaking the differentiated test in the discipline is assigned subject to the completion of all types of educational, independent (individual) work provided for in the working curriculum of the discipline and is carried out in accordance with the schedule of liquidation of academic debt approved by the directorate.

QR Code: <https://ieu.edu.ua/docs/pol-ornzvoems.pdf>

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Academic integrity policy

Participants in the educational process are guided by the principles of academic integrity

QR Code: <https://ieu.edu.ua/images/AndreyContent/docs/16.pdf>

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Recommended sources of information

Main literature:

Propedeutic paediatrics. Textbook for students of higher educational institutions / Edited by Academician of the National Academy of Medical Sciences of Ukraine, Professor V.G. Maidanik - Vinnytsia: New Book, 2012. 880 p.

Captain T.V. Propedeutics of childhood diseases with child care. - Vinnytsia-Kyiv, 2003. - 906 p.

Propedeutic paediatrics. Textbook for students of higher medical schools / Edited by Academician of the National Academy of Medical Sciences of Ukraine, Professor V.G. Maidanik: New book, 2017.-888 p.

Nelson textbook 20th Edition by Robert M. Kliegman, MD, Richard E. Behrman, MD, Hal

B. Jenson, MD and Bonita F. Stanton, MD: SAUNDERS



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Auxiliary:

Fedortsiv OE, Kinash MI Objective structured clinical examination in propedeutics of paediatrics. - Ternopil: Ukrmedkniga, 2011. - 120 p.

Algorithm of practical skills in paediatrics / Study guide edited by prof. Ternopil: Ukrmedkniga, 2006. - 178 p.

Propaedeutics of childhood diseases / Textbook edited by Prof. O.Hnateiko - Lviv: Liga-press, 2004. - 320 p.

Paediatrics / edited by prof. Tyazhka O.V. - Vinnytsia: Nova Knyha, 2008. - 1096 p.

Maidannik V.G., Butylina O.V. Clinical diagnostics in paediatrics - K., Dorado-Druk, 2012. - 286 p. Workshop on propaedeutic paediatrics with child care / Edited by V.G. Maidannik, D. Dooka.- K.: Znannya Ukrainy, 2002.- 356 p.

Fisher, Randall G.; Boyce, Thomas G. Moffet's Pediatric Infections Diseases: A Problem Approach, 4 Edition. - 2005.-1054 p.

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Tips for successful studying on the course

If you want to be successful in this discipline, you need to:

1. Be active, persistent, inquisitive, consistent
2. Be tidy and polite
2. Systematically prepare for practical classes
3. Perform tasks for independent work and defend them in class.
3. To be present at the class in a medical gown
4. To solve tests and tasks independently, to work actively in class.
5. Prepare presentations and crosswords on the discipline. Participate in student scientific conferences and engage in research work in the department's scientific circles.

I wish you perseverance, dedication and motivation to learn. And then success will come to you! See you in class!

Don't forget your medical gowns!