**International School of Medicine**

**Department of "Pediatrics, Obstetrics and Gynecology"**

**SYLLABUS**

**"****CHILDHOOD DISEASES"**

main educational program

in the specialty General Medicine (for foreign citizens)

graduate qualification: general practitioner

Full-time education

|  |  |
| --- | --- |
| Course | 5 |
| Semester | 10 |
| Exam (semester) | 10 |
| Total credits for the curriculum: | 3 |
| Total hours of the curriculum: | 108 |

**Bishkek 2022**

**1. The work program of the academic discipline**

**1.1. Explanatory note**

**Mission of ISM IUK** - *training of competent specialists in the field of medicine, corresponding to international standards and traditions of medical ethics, ready for continuous professional growth using modern achievements of science and practice, to solve public health problems.*

**Annotation of the academic discipline**

Childhood diseases - academic discipline,studying the pathology of childhood, as well as the diagnosis, prevention and treatment of childhood diseases, taking into account the age characteristics of the child's body.

This discipline forms competencies in students based on knowledge of the peculiarities of the course of childhood pathology. Childhood illness is one of the main clinical disciplines of medical education.

**The purpose of the discipline**

Тhe formation and development of graduates of competencies aimed at restoring and improving the health of children and adolescents through the proper quality of pediatric care.

**Discipline objectives:**

- to form an extensive and deep volume of basic, fundamental medical knowledge that forms the professional competence of a doctor who is able to successfully solve his professional tasks;

- to form and improve the professional training of a pediatrician with clinical thinking, well-versed in complex pathology, with in-depth knowledge of related disciplines;

- to develop skills in mastering the latest technologies and techniques in the field of their professional interests;

- to teach general medical procedures for the provision of emergency and emergency care in pediatrics in accordance with clinical protocols;

- to form and improve a system of general and special knowledge, skills that allow the doctor to freely navigate in the organization and economics of health care, insurance medicine, medical psychology, taking into account the requirements of regulatory legal acts, procedures and standards for the provision of medical care.

The block "Children's diseases" is included in the variable part of the professional cycle of the EUP UNPK "MUK" MShM for the specialty "General Medicine" (code 560001).

**Place of discipline in the structure of OOP (prerequisites, postrequisites)**

This discipline is studied by students of the specialty General Medicine (for foreign citizens) and is included in the mandatory scope of the studied disciplines of the State Educational Institution of Higher Professional Education.

The content of the discipline "Childhood Diseases" is based on the content of such previous disciplines as:

* Pathological anatomy
* Pharmacology
* Microbiology.
* Normal physiology
* Pathological physiology
* Histology
* Subsequently, the knowledge gained in the course of studying the discipline "Children's diseases" will be necessary in the study of disciplines:
* obstetrics and gynecology
* Urology
* Surgery
* Oncology

Based on the main objectives of teaching the subject "Childhood Diseases", the material of the program is divided into 10 sections: neonatology, nephrology, hematology, diseases of young children, pulmonology, gastroenterology, endocrinology, cardio-rheumatology, allergology, immunology.

**Competencies of students, formed as a result of mastering the discipline, the planned results of mastering the discipline**

A graduate in the specialty "General Medicine" with the assignment of the qualification of a specialist "General practitioner" in accordance with the State Educational Standard of Higher Professional Education and General Education and the tasks of professional activity, must have the following professional competencies:

|  |  |
| --- | --- |
| **Code** | **Content of competence** |
| PC-3 | ability and readiness to form a systematic approach to the analysis of medical information, based on the principles of evidence-based medicine |
| PC-17 | the ability and readiness to identify the main pathological symptoms and syndromes of diseases in sick children and adolescents, to use algorithms for making diagnoses and their complications, taking into account the ICD |
| DPK-3 | able to provide adults and children with first aid |
| DPK-5 | capable of implementing a set of measures aimed at maintaining and strengthening health, preventing diseases using innovative technologies |

After mastering the discipline "\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_" student:

*will know*

- 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;

- Features of feeding children, the benefits of breastfeeding and nutrition for older children;

- Basics of immunization, vaccination, vaccination calendar;

- Etiology, pathogenesis, clinical manifestations, classification, basic principles of treatment of the main diseases of childhood;

- Examination of the patient, the basic principles of clinical and laboratory research;

- Principles of formulating a clinical diagnosis;

*will be able to:*

- methods of general clinical examination of children;

- methodology for conducting sanitary education work among young mothers and adolescents;

- the main research methods to identify signs of lesions, clinical symptoms of impairment.

*will be able to analyze*

- data of a physical examination of a pediatric 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 diagnostic methods, thermometry, clinical examination data, symptoms and syndromes to identify pathological processes in the organs and systems of children;

**1.2. Recommended educational technologies**

For the development of students of the educational discipline "Childhood diseases", the acquisition of knowledge and the formation of professional competencies, the following educational technologies are used:

* lecture-electronic presentation,
* lesson-conference,
* training,
* small group method,
* analysis of specific situations;
* role play "doctor - patient";
* preparation and defense of abstracts,
* distance educational technologies.
* classes using simulators, simulators,
* computer simulation,
* analysis of clinical cases,
* situational tasks,
* preparation and protection of medical history,
* use of computer training programs,
* excursions, visits to reception departments, children's departments, etc.

**1.3. The scope of the discipline and types of educational work**

|  |  |  |  |
| --- | --- | --- | --- |
| **According to the curriculum 2017** | **10 sem** | **Total** | |
| **hours** | **credits** |
| **Total labor intensity** | **108** | **108** | **4** |
| **Classroom work** | 48 | 48 |  |
| Lectures | 16 | 16 |  |
| Practical lessons | 32 | 32 |  |
| **Independent work** |  |  |  |
| CPC | 30 | 30 |  |
| SRSP | 30 | 30 |  |
| **Final control type** | Test |  |  |

**1.4. Discipline structure**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Name  sections and topics  disciplines  (lectures and workshops) | Auditory lessons | | | | Total hours on  classroom work | SRSP | Student independent work | Formed  competence | Used  educational  technologies, methods and methods of teaching | Forms of current and  midterm control  academic performance |  |
| lectures | seminars | practical lessons | laboratory works |
|  | **10semester** |  |  |  |  |  |  |  |  |  |  |  |
|  | **The lectures** |  |  |  |  |  |  |  |  |  |  |  |
| *1* | Types of diabetes, type 1 diabetes, pathogenesis, clinical data, research, treatment, complications, diabetic ketoacidosis. | 2 |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *problem lecture* | *Assessment of the development of practical skills (abilities). Solving situational tasks* |  |
| *2* | Hypothyroidism, Hyperthyroidism. Clinical data, research, treatment. Rheumatic fever, pathogenesis, clinical data, diagnosis. | 2 |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *lecture* | *analysis of clinical cases.* |  |
| *3* | Rheumatic fever criteria (small and large Jones criteria). Treatment, prevention. GERD. Peptic ulcer disease, pathogenesis, clinical data, research, treatment, complications. | 2 |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *video lecture* | *analysis of clinical cases.*  *Using computer training programs* | Practical lessons. Simulation center (stations) Complete Infant CRiSis ™ Manikin - 1005658 |
| *4* | Peptic ulcer, helminthic manifestations, neonatal jaundice, physiological jaundice, pathological jaundice,совместимость по системе ABO. | 2 |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *problem lecture* | *analysis of clinical cases.* | Practical lessons. Simulation center (stations)  101 3066 PEDI® Blue with SmartSkin ™ Technology |
| *5* | Anamnesis collection, Examination for side effects, Immunization, Types of Vaccines, Extended Immunization Program (EPI) |  |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *video lecture* | *analysis of clinical cases.*  *Using computer training programs* | Practical lessons. Simulation center (stations) PEDI® Blue with SmartSkin ™ Technology |
| *6* | Growth and Development, Growth Parameters, Growth Charts and Reflexes |  |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *problem lecture* | *analysis of clinical cases.* |  |
| *7* | Nutrition, Malnutrition, classification of malnutritio |  |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *video lecture* | *analysis of clinical cases.*  *Using computer training programs* |  |
| *8* | Marasmus and Kwashiorkor Pathogenesis, Clinical data, Research, Treatment, Complications |  |  |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* | *problem lecture* | *analysis of clinical cases.* |  |
|  | **Total** | **16** |  |  |  |  |  |  |  |  |  |  |
|  | **Practical classes** |  |  |  |  |  |  |  |  |  |  |  |
|  | **Module1** |  |  |  |  |  |  |  |  |  |  |  |
| *1* | Types of diabetes, pathogenesis of type 1 diabetes, clinical data, research |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *small group method, discussion type forum* |  |
| *2* | Type 1 diabetes, treatment, complications, diabetic ketoacidosis |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.*  *Using computer training programs* |  |
| *3* | Hypothyroidism, hyperthyroidism. Clinical data, research, treatment |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *problem lecture* |  |
| *4* | Rheumatic fever, pathogenesis, clinical data, diagnosis |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *lecture* |  |
| *5* | Rheumatic fever, diagnostic criteria (small and large Jones criteria), treatment, prevention |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.* |  |
| *6* | GERD, pathogenesis, clinical data, research, treatment, complications |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *Assessment of the development of practical skills (abilities). Solving situational tasks* |  |
| *7* | Peptic ulcer disease. Helminthic manifestations, pathogenesis, clinical data, research, treatment, complications |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.* |  |
| *8* | Neonatal jaundice, physiological jaundice, pathological jaundice, compatibility according to the ABO system |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.*  *Using computer training programs* | Practical lessons. Simulation center (stations)  101 3066 PEDI® Blue with SmartSkin ™ Technology |
|  | **Module2** |  |  |  |  |  |  |  |  |  |  |  |
| *1* | Pathological jaundice, compatibility according to the ABO system |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.* | Practical lessons. Simulation center (stations) Complete Infant CRiSis ™ Manikin - 1005658 |
| *2* | Anamnesis Collection, Examination from The Bad Side |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.*  *Using computer training programs* | Practical lessons. Simulation center (stations) PEDI® Blue with SmartSkin ™ Technology |
| *3* | Immunization, |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.* |  |
| *4* | Types of vaccines, Extended Immunization Program (EPI) |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.*  *Using computer training programs* |  |
|  | Growth and development, Growth parameters, |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.* | Practical lessons. Simulation center (stations)  101 3066 PEDI® Blue with SmartSkin ™ Technology |
| *5* | Growth charts and reflexes |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.*  *Testing. Test.*  *Assessment of the development of practical skills (abilities). Solving situational tasks* | Practical lessons. Simulation center (stations) Complete Infant CRiSis ™ Manikin - 1005658 |
| *6* | Nutrition, Malnutrition, |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *small group method, discussion type forum* |  |
| *7* | classification of malnutrition |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *analysis of clinical cases.*  *Using computer training programs* |  |
| *8* | Pathogenesis of Marasmus, Clinical data, Research, Treatment, Complications |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *problem lecture* |  |
| *9* | Pathogenesis of Kwashiorkor, Clinical data, Research, Treatment, Complications |  | 2 |  |  |  |  |  | *OK-1, OK-8,*  *PC-3, PC-17* |  | *lecture* |  |
|  | **Total** |  | ***32*** |  |  |  |  |  |  |  |  |  |

***Abbreviation for designations of educational technologies, methods and methods of teaching:****traditional lecture (L), lecture-visualization (LP), problem lecture (LP), lecture-press conference (LPK), lesson-conference (LC), training (T), debate (D), brainstorming (MH) , master class (MC), "round table" (CC), activation of creative activity (ATD), regulated discussion (RD), forum type discussion (F), business and role-playing educational game (CI, RI), small group method (MG), classes using simulators, simulators (TP), computer simulation (CS), analysis of clinical cases (CS), preparation and protection of medical history (IB), use of computer training programs (COP), interactive atlases (IA), attending medical conferences, consultations (VC), participation in scientific and practical conferences (NPK), congresses, symposia (Sim), educational and research work of a student (UIRS), conducting subject Olympiads (O),preparation of written analytical works (AR), preparation and defense of abstracts (P), design technology (PT), excursions (E), distance educational technologies (DOT).*

***Reduction of forms of current and midterm monitoring of academic performance:*** *T - testing, Pr - assessment of the development of practical skills (abilities), ЗС - solving situational problems, КР - control work, КЗ - control task, IB - writing and protecting a case history, CL - writing and protecting a curatorial sheet, R - writing and defense of the abstract, C - interview on control questions, D - preparation of a report, etc.*

**1.4.2. Organization of students' independent work**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Student self-study topic**  **10 semesters:** | **SRS task**  (essay, report, abstract, tables, presentation, note-taking, extracts, crosswords, studying medical history, solving situational problems, exercises, cases, preparing for business games, testing on the topic) | **Recommended**  **literature** | **Timing**  **surrender**  **(week number)** |
| 1. | Diabetes insipidus in children | Report, abstract, presentation. | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 1 week |
| 2 | Nuclear jaundice in children | taking notes, solving situational tasks, | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 2 week |
| 3 | Immunoprophylaxis in children | study of medical history, solving situational problems, | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 3 weeks |
| 4 | Rheumatic fever in children | Report, solving situational tasks, | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 4 weeks |
| 5 | Marasmus in children | abstract, presentation. | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 5 weeks |
| 6 | Differential diagnosis of neonatal jaundice in infants. | presentation. | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 6 weeks |
| 7 | Comprehensive assessment of the health status of children. | study of medical history, solving situational problems, | *The*Oxford Specialist Handbook of Paediatric Nephrology *by* [*Lesley rees*](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Lesley+Rees&text=Lesley+Rees&sort=relevancerank&search-alias=books)(Author),[*Detlef bockenhauer*](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Detlef+Bockenhauer&text=Detlef+Bockenhauer&sort=relevancerank&search-alias=books)(Author),[*Nicholas JA Webb*](https://www.amazon.com/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=Nicholas+J.A.+Webb&text=Nicholas+J.A.+Webb&sort=relevancerank&search-alias=books) | 7 weeks |
| 8 | . Complications of peptic ulcer in children. Treatment of complications. | Report, abstract, presentation. | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 8 weeks |
| 9 | Acute rheumatic fever. Diagnostic criteria. Treatment, primary and secondary prevention. | essay, solving situational tasks, | Infant and young child feeding Model Chapter for textbooks for medical students and allied health professionals. WHO, 2016 | 9 weeks |
| 10 | Indications and contraindications for immunization in children | Report, abstract, presentation. | Infant and young child feeding Model Chapter for textbooks for medical students and allied health professionals. WHO, 2016 | 10 weeks |
| 11 | . Complications of diabetes in children | extracts, crosswords | Infant and young child feeding Model Chapter for textbooks for medical students and allied health professionals. WHO, 2016 | 11 weeks |
| 12 | Prevention of rheumatic fever in children. | Report | Holick MF, Binkley NC, Bischoff-Ferrari HA, et al. Evaluation, treatment, and prevention of vitamin D deficiency: an Endocrine Society clinical practice guideline. J Clin Endocrinol Metab. 2011; 96: 1911-1930. [ | 12 weeks |
| 13 | Morphofunctional features of adolescent children. Assessment of sexual development of children. | Report, abstract, presentation. | The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies Elizabeth votruba-Drzal Eric Dearing  First published: 3 February 2017 | 13 weeks |
| 14 | Jaundice in newborns and premature babies | study of medical history, solving situational problems | *The*Oxford Specialist Handbook of Paediatric Nephrology *by* [*Lesley rees*](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Lesley+Rees&text=Lesley+Rees&sort=relevancerank&search-alias=books)(Author),[*Detlef bockenhauer*](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Detlef+Bockenhauer&text=Detlef+Bockenhauer&sort=relevancerank&search-alias=books)(Author),  [*Nicholas JA Webb*](https://www.amazon.com/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=Nicholas+J.A.+Webb&text=Nicholas+J.A.+Webb&sort=relevancerank&search-alias=books) | 14 weeks |
| 15 | Factors affecting the physical development of children |  | Nelson's pediatric book. Avery Neonatology. Neonatology Lange. Neonatal manual care 7th edition | 15 weeks |
|  | **Total:30h** |  |  |  |

**1.4.3. Evaluative Assessment Tools**

* **Current and milestone (modular) control**

***Current control of students' knowledge*** may represent:

- oral questioning;

- checking the completion of written homework;

- checking abstracts, essays, reports;

**Current and milestone (modular) control**

*Current control of students' knowledge* represents:

**Final control**

*Final control*at the end of the study of the academic discipline, it is carried out in the form of a test, which exhibited based on the results of midterm (modular) control over the discipline.

**Final control** - is carried out at the end of the study of the academic discipline and may be:

- theoretical;

- practical;

- written;

- oral;

- in the form of testing;

- by tickets.

**Control questions:**

1. Diabetes mellitus in children. Etiology, pathogenesis, classification.

2. Diabetes mellitus in children. clinic, differential diagnostics.

3. Diabetes mellitus in children. Treatment, the role of diet therapy, prevention.

4. Diabetes mellitus in children. Types of diabetes.

5. Type 1 diabetes. Etiology and pathogenesis. Clinic and diagnostics

6. Type 1 diabetes. Treatment and complications. Exodus.

7. Diabetic ketoacidosis. Etiology, predisposing factors, pathogenesis, classification.

8. Diabetic ketoacidosis. Clinic, course, diagnosis, differential diagnosis.

9. Diabetic ketoacidosis. Treatment, prevention.

10. Diabetic ketoacidosis. Outcomes, treatment, emergency care.

11. Hyperthyroidism. Etiology, predisposing factors, pathogenesis, classification.

12. Hyperthyroidism. Clinic, course, diagnosis, differential diagnosis.

13. Hyperthyroidism. Treatment, prevention.

14. Hyperthyroidism Complications, outcomes, treatment.

15. Prevention of hyperthyroidism in children.

16. Hypothyroidism. Etiology, predisposing factors, pathogenesis, classification.

17. Hypothyroidism. Clinic, course, diagnosis, differential diagnosis.

18. Hypothyroidism. Treatment, prevention.

19. Hypothyroidism Complications, outcomes, treatment.

20. Prevention of hypothyroidism in children.

21. Define jaundice.

22. At what minimum level of bilirubin do signs of jaundice appear?

23. Bilirubin metabolism is normal.

24. How is the liver involved in bilirubin metabolism?

25. Where is unconjugated (indirect) and conjugated (direct) bilirubin formed and what properties does it have?

26. Jaundice classifications widely used in clinical practice.

27. What is ABO compatibility

28. Reflexes of a newborn. Conditioned and unconditioned reflexes of the newborn.

29. Body weight at birth. Patterns of body weight increase at different ages, formulas for calculating body weight.

30. Head and chest circumference in children of different ages, formulas for calculating

31. Technique of anthropometric measurements (weighing, measuring body length, head and chest circumference in children).

32. Methods of research of physical development.

33. GERD. Etiology, predisposing factors, pathogenesis, classification.

34. GERD. Clinic, course, diagnosis, differential diagnosis.

35. GERD. Treatment, prevention.

36. GERD. Complications, outcomes, treatment.

37. Prevention of GERD in children.

38. Acute rheumatic fever. Etiology. Modern views on the pathogenesis of the disease. Classification of rheumatic fever. Treatment.

39. Acute rheumatic fever. Main criteria for diagnosis. Additional diagnostic criteria. Primary and secondary prevention of rheumatic fever.

40. Acute rheumatic fever. Diagnostics. differential diagnosis. Flow.

41. Acute rheumatic fever. Staged treatment of rheumatic fever. Treatment of the acute period.

42. Acute rheumatic fever. clinical picture. Diagnostics. Outcomes.

43. Peptic ulcer in children. Etiology, predisposing factors, pathogenesis, classification.

44. Peptic ulcer in children. Clinic, course, diagnosis, differential diagnosis.

45. Peptic ulcer in children. Treatment, the role of diet therapy, prevention.

46. ​​Peptic ulcer in children. Complications, outcomes, treatment, emergency care.

47. Prevention of peptic ulcer in children.

48. Calendar of preventive vaccinations. Timing. New vaccine preparations. Post-vaccination complications. Prevention.

49. Kwashiorkor. Etiology and pathogenesis. clinical symptoms.

50. Kwashiorkor. Treatment and outcome. Complications.

51. Insanity. Etiology, predisposing factors, pathogenesis, classification.

52. Insanity. Clinic, course, diagnosis, differential diagnosis.

53. Insanity. Treatment and complications.

54. Breastfeeding /natural/. Composition of human milk. Its advantages over animal milk. Fight for natural feeding.

55. Mixed feeding. Indications. Feeding technique. Milk mixtures used in mixed feeding.

56. Artificial feeding. Indications. Technique. Power correction.

57. Immunoprophylaxis. Types of vaccines.

58. Vaccination calendar. Expanded Program on Immunization.

59. Nutrition and malnutrition. classification of malnutrition.

60. Classification of malnutrition. Etiology and treatment of malnutrition.

61. Growth and development. growth parameters.

62. Anamnesis. Types of anamnesis. Features of the collection of anamnesis in children.

Course polIcy and evaluatIon crIterIa:

|  |  |  |
| --- | --- | --- |
| Type of control (current, milestone, final) | Control form | Assessment of learning outcomes |
| Attendance | For one missed lesson minus 2 points | 20 points |
| Current control | Oral surveey, written work | 20 points |
| IWS+IWW | Perfoming assignments, work with literature | 20 points |
| Milestone control (modul submission) | Testing, control tasks | 40 points |
| Final control (differential test) | Conversation, examination (test.edu.kg) | 100 points |

|  |  |
| --- | --- |
| Scale of correspondence between grades and scores on the final control (exam) | |
| Score | Grade |
| 90-100 | «excellent» |
| 76-89 | «good» |
| 60-75 | «satisfactory» |
| 0-59 | «unsatisfactory» |