



Non-profit educational institution
Educational-research-production complex
"International University of Kyrgyzstan"

Quality Management System
Syllabus of the discipline " Polyclinic pediatrics" Specialty 560001 "General
medicine" ISM IUK

International University of Kyrgyzstan
International School of Medicine
"Department of Pediatrics"



SYLLABUS

**in the discipline " Polyclinic pediatrics " for students of
specialty 560001 "General medicine"**

Form of education	full- time
Course	5
Semester	10
Exam	10
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
Bugubaeva P.U.

Reviewed and approved at a meeting of the
Department of "Paediatrics"
Protocol No. 1 from "5" 09_2025
Head of the department Naizabekova S.D.

(Signature)

Bishkek 2025



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Teacher:

Department Assistant

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Name and complexity of the discipline

Course	Semester	Number of weeks	Quantity of academic hours		Number of hours for independent work		Total hours	Number of modules
			Lectures	Pract. class.	SIW	SIWT		
5	10	18	18	36	18	18	90	2

Annotation of Academic discipline:

The discipline " polyclinic pediatrics" is a field of clinical medicine, studying the pathology of childhood, diagnosis, prevention and treatment of childhood diseases, taking into account the age-specific characteristics of the child's body in the conditions of polyclinic, pursues the goal of training a doctor who considers 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 of pathology of childhood.

The purpose of discipline:

The goal of mastering the academic discipline " polyclinic pediatrics " is to control the harmonious development of the child, the study of the main symptoms and syndromes of the most common nosological forms of diseases of childhood in their classical (typical) course, modern methods of diagnosis, treatment and emergency care of children.

Learning objectives:

-develop competences based on the ability to study symptomatology and basic principles of treatment in various pathologies of childhood and to analyze indicators characterizing the state of health of children, measures to preserve, strengthen and restore health;



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- Form clinical reasoning to orientate the patient's findings in the form of a patient history with rationale preliminary diagnosis, drawing up a temperature sheet and drawing up a plan for further examination of the sick child;

- To form theoretical foundations and practical skills in preserving and strengthening and preventing childhood diseases

After mastering the discipline of polyclinic pediatrics, the student:

will know:

- anatomo-physiological features, patterns of growth and development, periods of childhood, age norms of anthropometric indicators; influence of hereditary, exo- and endogenous factors on the development of pathology, peculiarities of metabolic processes and immunological defense in children's organism;

- a systematic approach to analysing medical information based on the principles of evidence-based medicine;

- The characteristics of infant feeding, the benefits of breastfeeding and the nutrition of older children;

- basics of immunoprophylaxis, vaccination, vaccination calendar;

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

-Patient examination, basic principles of clinical and laboratory investigations;

- principles of clinical diagnosis formulation;

will understand:

-principles of dispensary and peculiarities of observation of sick children;

-principles of primary and secondary prevention of pathological conditions;

-necessity of anti-epidemic work, determine the terms of isolation of the patient, contact, activities in the centre;

- principles of medical record-keeping and reporting documentation in medical and preventive institutions of the health care system;

- mechanisms of development of pathological processes, pathogenesis and clinical manifestations of childhood diseases;

- principles of physical, laboratory and instrumental diagnostics of norm and pathology of children;

will be able to use:

- methods of general clinical examination of children;

- methods of research to identify signs of lesions, clinical symptoms of disorders.

will be able to:



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- identify the main pathological symptoms and syndromes of diseases in sick children and adolescents, use algorithms for making diagnoses and their complications, taking into account the ICD;
- First aid for adults and children;
- a set of measures aimed at preserving and promoting health and preventing diseases using innovative technologies;
- organization and provision of therapeutic and preventive and sanitary-epidemic, prophylactic and rehabilitative care for children, adolescents, taking into account socio-professional and age- gathering anamnesis; interviewing the patient (if necessary from parents' words), diagnosis and treatment of diseases;
- prevention of nosocomial infections, compliance with anti-epidemic standards;
- Identification of the main symptoms and syndromes of pathological conditions in pediatrics;
- drawing up a plan for laboratory and instrumental examination to confirm 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 pathology;
- taking a maternal history of the pregnancy.

will be able to analyse:

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

will be able to synthesise:

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

will be able to assess:

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

Contents of the academic discipline



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<i>Organization of Outpatient and Polyclinic Care for Children. Patient Selection. Medical Documentation. History Taking and Physical Examination in the Polyclinic Setting..</i>	2	1		2	2	2	<i>problem lecture; Problem-based learning (PBL); simulator session</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Review of medical records of paediatric patients</i>
<i>Preventive Vaccinations in the Polyclinic. Immunization, Post-vaccination Reactions and Complications, Their Outpatient Management</i>	2	1		2	2	2	<i>Visualisation lecture; Clinical case-based learning (CBL); simulator session</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>clinical case studies.</i>
<i>Organization of Breastfeeding and Complementary Feeding. The Role of the Polyclinic Pediatrician in Parental Counseling.</i>		1		2	2	2	<i>Problem lecture; Problem-based learning (PBL); simulator session</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Problem task</i>
<i>Outpatient Follow-up of Newborns. Management of the Transitional Period, Monitoring of Body Weight, Growth Assessment Using Percentile Charts.</i>	2	1		2	2	2	<i>Lecture visualisation; simulator-based training; clinical case-based learning (CBL);</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>clinical case studies.</i>
<i>Neonatal jaundice: diagnosis and differentiation of physiological and pathological jaundice in outpatient settings. Approaches for the local pediatrician.</i>		1		2	2	2	<i>Lecture visualisation; simulator-based training; clinical case-based learning</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Assessment of astring practical skills (abilities). Solution of situational tasks</i>



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							(CBL);			
<i>Outpatient Care for Children with Acute Respiratory Diseases: Croup, Acute Bronchitis.</i>	2	1			2	2	2	<i>Lecture-visualisation; simulator-based session; clinical case-based learning (CBL);</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>case study</i>
<i>Outpatient Management of Children with Bronchial Asthma. Disease Control and Prevention of Exacerbations</i>	2	1			2	1	1	<i>lecture visualisation; Clinical case-based learning (CBL); simulator session</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Clinical case studies. Assessment of mastering practical skills (abilities). Solution of situational tasks</i>
<i>Diagnosis and Treatment of Pneumonia in Outpatient Settings. Silvevan and Downs Respiratory Failure Scale Indications for Hospitalization</i>	2	1			2	2	2	<i>Lecture visualisation;</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Problem solving</i>
<i>Diagnosis and Management of Dehydration in Children. Outpatient Rehydration Therapy. Water-Electrolyte Imbalance</i>	2	2			2	1	1	<i>lecture with the use of video materials ;</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Control work.</i>



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*Clinical
case-
based
learnin
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(CBL);

simulat
or
session*

<i>Congenital Heart Defects in Children: Diagnosis, Monitoring, Patient Referral in the Polyclinic</i>	2	1			2	1	1	<i>lecture with the use of video materials ; lesson with the use of a simulator</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Testing. Situational challenges</i>
<i>Outpatient Follow-up of Children with Rheumatic Fever. Prevention of Recurrences..</i>	2	2			2	1	1	<i>Visualisation lecture; Clinical case-based learning (CBL); simulator session</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Testing.</i>
<i>Thyroid and Parathyroid Disorders in Children in the Polyclinic. Screening Programs. Management of Children with Hypothyroidism, Hashimoto's Disease, Thyrotoxicosis..</i>	2	1			2	1	1	<i>Lecture visualisation; training session using a simulator</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Problem solving</i>



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<i>Type 1 Diabetes Mellitus in Children: Outpatient Management and Prevention of Complications</i>	2	1			2	1	1	<i>Problem lecture, lesson with the use of a simulator ; Problem - based learning (PBL);</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Problem solving</i>
<i>Rickets and Vitamin D Hypervitaminosis: Diagnosis and Prevention in Outpatient Practice.</i>	2	1			2	1	1	<i>Lecture visualization; simulator -based session ; clinical case-based learning (CBL).</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Testing.</i>
<i>Gastritis and Peptic Ulcer Disease in Children: Outpatient Diagnosis, Treatment, and Follow-up..</i>	2	1			2	1	1	<i>Lecture visualization; Clinical case-based learning (CBL); training session using the simulator</i>	<i>fake 1000511 (P56) Infant pediatric care</i>	<i>Problem solving</i>



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Methodological recommendations for practical classes.

When studying the discipline it is first necessary to read the recommended literature on each topic and make a brief outline of the main provisions, terms, information that require memorization and are fundamental in this topic for mastering the subsequent topics of the course. To expand the knowledge of the discipline it is recommended to use Internet resources; conduct searches in various systems and use the materials of the sites recommended by the teacher.

Practical classes are held after lectures and are of an explanatory, summarizing 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 on 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 class, to the main questions to prepare for the class, to the content of the topic of the class. Before each practical lesson the student studies the plan of practical lesson with the list of topics and questions, the list of literature and homework on the material presented at the practical lesson. The following scheme of preparation for the seminar is recommended for the student:

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

Plan for organizing student's independent work

No.	Topic of the student's independent work 10th semester:	Assignment for independent work (essays, reports, papers, tables, presentations, note-taking, extracts, crosswords, medical history, solving situational problems, exercises, cases, preparing for business games, testing on the	Recommended literature	Deadlines surrender (week number)



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		topic)		
1.	Preparing children for vaccination and preventing post-vaccination reactions and complications. A review of antihistamines and antipyretics in pediatric practice.	Preparation of an 1. educational booklet for parents on child vaccination.	Nelson essentials of pediatrics. Kliegman. 8ed. 2019 WHO	1 week .
2	Contraindications to breastfeeding. Lactose intolerance.	note-taking , solving situational problems,	Nelson Pediatric Textbook	1 week
3	Outpatient care of premature infants and newborns born with congenital malformations.	studying the medical2. history, solving situational problems,	Workbook in Practical Neonatology. Polin. 6ed. 2019	2 weeks
4	Omphalitis in newborns and umbilical cord care. Outpatient management of newborns with umbilical cord bleeding.	Report , solving situational problems,	Nelson Pediatric Textbook	3 weeks
5	Hemolytic disease of the newborn. ABO and Rh incompatibility. Diagnosis and prevention of the disease, complications of HDN.	abstract, presentation3.	Nelson essentials of pediatrics. Kliegman. 8ed. 2019	4 weeks
6	Outpatient treatment of OSLT. Outpatient diagnostics and prevention of chronic bronchitis.	presentation.	Nelson Pediatric Textbook	5 weeks
7	Review of drugs used in pediatric practice for the relief of episodes of bronchial asthma and treatment.	studying the medical history, solving situational problems,	Basic of Pediatrics. Tenth ed. Pervez Akbar Khan	6 weeks
8	Differential diagnosis of hospital-acquired and community-acquired pneumonia. Respiratory failure scales.	Report, abstract, 4. presentation.	Nelson essentials of pediatrics. Kliegman. 8ed. 2019	7 weeks
9	Electrolyte disturbances in dehydration : diagnosis, complications, therapy.	abstract, solution of situational problems,	Nelson Pediatric Textbook	8 weeks
10	Epidemiology of acute respiratory disease: a comparative analysis of the disease in the United States, Europe, India, Pakistan, and Kyrgyzstan. Complications of acute respiratory disease in children.	Report, abstract, presentation.	Basic of Pediatrics. Tenth ed. Pervez Akbar Khan	9 weeks
11	Principles of daily glycemic control with insulin therapy in children. Insulin classification and dosage	presentation	Basic of Pediatrics. Tenth ed.	10 weeks



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	calculation in pediatric practice.		Pervez Akbar Khan	
12	Modern methods for treating congenital heart disease in children. Outpatient management of noninfectious pneumonia in children with congenital heart disease.	Report	Nelson Pediatric Textbook	11 weeks
13	Neuropsychic development in children during the first year of life. Neuropsychic developmental delays in children.	Report, abstract, presentation.	The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies Elizabeth Votruba - Drzal	12 weeks
14	Acute renal failure in children	studying medical history, solving situational problems	The Oxford Specialist Handbook of Paediatric Nephrology by <u>Lesley Rees</u> (Author), <u>Detlef Bockenhauer</u> (Author), <u>Nicholas J. A. Webb</u>	13 weeks



Methodological recommendations on the performance of independent work.

Students are offered to read and analyse monographs and scientific articles on public health issues. The results of work with the texts are discussed in practical classes.

To develop skills of independent work, students perform tasks independently referring to educational, reference and scientific-methodological literature.

Verification of assignments is carried out both at practical classes by means of students' oral presentations and their collective discussion, and by means of written independent work.

Independent work contributes to the student's development of such necessary skills as choosing and solving the task at hand, collecting and analysing published data, the ability to highlight the main points and draw a reasonable conclusion.

An abstract is a brief written summary of the content of a scientific work on a given 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.

Presents various points of view, as well as his own views on the problems of the topic of the essay. The content of the abstract should be logical, the presentation of the material should be of a problem-thematic nature.

Requirements for writing an abstract:

The volume of the abstract can range from 9-10 printed or handwritten pages.

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

The text of the abstract must contain the following sections:

- title page indicating: name of the university, department, topic of the abstract, 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;
- 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.

A report 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 volume 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 performed);
- 3) the 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 the requirements;
- depth of material elaboration;
- relevance of the content to the topic;
- correctness and completeness of use of the source.



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List of basic and additional literature

Basic literature

Authors	Year of publication
Basic	
1. Basic of Pediatrics. Tenth ed. Pervez Akbar Khan	2020
2. Nelson essentials of pediatrics. Kliegman. 8ed.	2019
3. Nelsons Textbook of Pediatrics. 21 st edition	2020
4. Berkowitz , Carol D. Berkowitz's pediatrics	2021
Additional	
1. Gomellas Neonatology Gomella. 8ed.	2020
2. Workbook in Practical Neonatology. Polin. 6ed.	2019
3. https://drive.google.com/drive/folders/1xL87FeFTMtSu_ftm60xduML4E3B-QkQZ?usp=sharing	

Monitoring and evaluation of learning outcomes

Each module is assessed using a 100-point system. Maximum score 100.

A student is allowed to take the final test if he has a total score in discipline 60 or more points.

Scoring Criteria	Module 1	Module 2	Module 3
Classroom work (activity in discussions, oral questioning, working with a glossary, lectures, completing assignments, etc.)	40 points	40 points	40 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



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Evaluation Criteria:

Criteria for assessing the practical classes:

- an *"excellent"* grade is given to the student if he/she has knowledge of the discipline in the full scope of the programme, sufficiently deep understanding of the subject, independently, in a logical sequence and exhaustively answers all questions, emphasising the most important, is able to analyse, compare, classify, generalise, concretise and systematise the studied material, highlight the main things in it;
- a *"good"* rating the student has knowledge of the discipline in almost the full scope of the programme (there are gaps in knowledge only in some sections); independently and partly with leading questions gives full answers to the questions of the ticket; does not always highlight the most important, but does not make serious errors in the answers;
- a *"satisfactory"* grade is given if the student has the basic knowledge of the discipline; shows difficulties in independent answers, operates with inaccurate formulations; in the process of answering admit
- 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.

Criteria for assessing practical skills:

- An *"excellent"* grade is awarded if all stages of the examination are thorough and systematic. There is clear and professional communication with the patient during the examination. The student has a thorough understanding of the obstetric and gynaecological aspects under investigation, including the analysis of specific symptoms and their interpretation.
- A grade of *"good"* is awarded if the basic steps of the examination are competently performed, with effective interaction with the patient, ensuring understanding and trust. The ability to identify key symptoms and analyse them accordingly.



- The *grade "satisfactory"* is given when the basic steps of examination are performed, but with some deficiencies, some misunderstandings or failures in communication with the patient. With basic knowledge of symptoms and their interpretation.

- An *"unsatisfactory" grade* is given if the student makes serious errors or omissions in performing the examination, or if there are communication problems that may cause a Difficulties or even dissatisfaction in the patient during the examination.

Criteria for assessing abstract:

- an *"excellent" grade* is awarded to a student if the topic of the essay is fully disclosed, excellent mastery of the material is demonstrated, appropriate sources are used in the right amount, the structure of the work corresponds to the set tasks, the degree of independence of the work is high;

- a *"good" grade* is awarded to a student if the topic of the essay is mainly disclosed, good mastery of the material is demonstrated, appropriate sources are used, the structure of the work mainly corresponds to the set tasks, the degree of independence is average;

- a *"satisfactory" grade* is given to the student if the topic of the essay is poorly disclosed, satisfactory mastery of the material is demonstrated, the sources used and the structure of the work partially correspond to the tasks set, 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 disclosed, unsatisfactory mastery of the material is demonstrated, the sources used are insufficient, the structure of the work does not correspond to the tasks set, the work is not independent.

Project evaluation criteria:

- A *grade of "excellent"* is awarded to students if the project demonstrates outstanding depth of research into issues and aspects of the topic, presenting innovative research approaches. Effective public education emphasises the creativity and originality of the project and the active involvement of the community. The organisation and structure of the project is highly organised, logically structured, and ideas are clearly and professionally expressed

- a *"good" grade* is awarded to students if the project demonstrates a good depth of research into issues and aspects, supported by specific facts and data. The effectiveness of the education is significant, but there is room for additional improvement. The presence of creative elements adds originality to the project, but some aspects may require further development. Community involvement is positive but could be more intensive. The organisation and structure of the project is generally good, but some aspects may need improvement.

- a *"satisfactory" grade* is given to students if the project meets the minimum requirements of research on polyclinical pediatric issues and aspects, but needs



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further development. The effectiveness of the education is at a basic level and the project can be improved in this direction. The project contains elements of creativity, but these could be complemented and deepened. The organization and structure of the project needs further attention to improve clarity and logic. - an *"unsatisfactory"* grade is given to students, the project does not meet basic standards, does not provide sufficient depth in the study of issues. The effectiveness of the education is extremely limited, lacking creativity and originality. Community involvement is insufficient or absent. The organization and structure of the project is highly objectionable, making it difficult to understand and disorganised.

Test evaluation criteria, MSQ:

- an *"excellent"* mark on the test is awarded to a student who provides correct, in-depth and clear answers, demonstrating a high level of knowledge and its practical application. An important factor is the student's ability to solve complex problems, show creativity and comply with the test requirements. Criteria may vary, but the general requirement is outstanding understanding and successful application of the learning material (with 90 or more correct answers).

- a *"good"* mark on the test is awarded to a student if he/she has demonstrated good knowledge of the subject, provided correct answers, presented his/her thoughts clearly and concisely, and successfully coped with the main aspects of the test tasks. This grade may also reflect the student's ability to apply the knowledge gained in various situations and to use the learnt skills effectively within the framework of the test tasks (with the number of correct answers ranging from 76 to 89).

- a *"satisfactory"* mark on a test 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 major elements of the test. This grade may indicate that the student has mastered the fundamentals of the material, but may not have achieved a high level of proficiency level of knowledge depth or failed to cope with more difficult aspects of the tasks (with the number of correct answers ranging from 60 to 75).

- an *"unsatisfactory"* mark on a test is given to a student if the student's knowledge of the subject is insufficient, if the answers contain significant errors or do not meet the minimum requirements, or if the student fails to cope with the main aspects of the test. This grade indicates an unsatisfactory level of mastery of the material and the inability to apply knowledge within the framework of test tasks (if he/she gave up to 59 correct answers inclusive).



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Scale of correspondence between grades and points on the final control (exam)

Points	Grade
90-100	"excellent."
76-89	"good."
60-75	"satisfactory."
0-59	"unsatisfactory."

Academic Discipline Policy:

- compulsory IWS;
- active participation of the student in practical classes;
- preliminary preparation and performance of homework; - qualitative and timely fulfilment of assignments on SIW;
- participation in all types of control (current, boundary, final);
- One tardy to class and/or leaving before the end of class for any reason will be counted as one unexcused absence;
- Inadmissible: use of mobile phones during classes, cheating and plagiarism, late submission of assignments, non-compliance with subordination and rules of behaviour.

Assist:

For consultations on completing, handing in and defending independent work, as well as for additional information on the material learnt and any other questions you may have on the course, please contact your teacher during the hours allocated for SIWT