

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ,  
МИНИСТЕРСТВО НАУКИ, ВЫСШЕГО ОБРАЗОВАНИЯ И ИННОВАЦИЙ  
КЫРГЫЗСКОЙ РЕСПУБЛИКИ

МОО ВО Кыргызско-Российский Славянский университет  
имени первого Президента Российской Федерации Б.Н. Ельцина



## ПРОФЕССИОНАЛЬНЫЙ ЦИКЛ Педиатрия

### рабочая программа дисциплины (модуля)

Закреплена за кафедрой **Педиатрии**

Учебный план 310501\_25\_1 лд ин.rlx  
560001 Лечебное дело (Для иностранных студентов)

Квалификация **врач**

Форма обучения **очная**

Общая трудоемкость **10 ЗЕТ**

Часов по учебному плану 300  
в том числе:  
аудиторные занятия 192  
самостоятельная работа 77,7  
29,5

Виды контроля в семестрах:  
экзамен 8  
зачет 7

#### Распределение часов дисциплины по семестрам

Семестр (<Курс>. <Семестр на курсе>)	7 (4.1)		8 (4.2)		Итого	
	уп	рп	уп	рп		
Неделя	17		17			
Вид занятий	уп	рп	уп	рп	уп	рп
Лекции	32	32	16	16	48	48
Практические	64	64	80	80	144	144
Контактная работа в период теоретического обучения	0,3	0,3			0,3	0,3
Контактная работа в период экзаменационной сессии			0,5	0,5	0,5	0,5
В том числе инт.	6	6	6	6	12	12
Итого ауд.	96	96	96	96	192	92
Контактная работа	96,3	96,3	96,5	96,5	192,8	192,8
Сам. работа	53,7	53,7	24	24	77,7	77,7
Часы на контроль			29,5	29,5	29,5	29,5
Итого	150	150	150	150	300	300

Программу составил(и):

к.м.н., доцент, Шайдерова И.Г. ; преподаватель, Ходжанова Б.Д.



Рецензент(ы):

Мамисирбаева Т.Т. Сул -

Рабочая программа дисциплины

разработана в соответствии с ФГОС 3++:

Федеральный государственный образовательный стандарт высшего образования - специалитет по специальности 560001  
Лечебное дело (Для иностранных студентов) (приказ Минобрнауки России от г. № )

составлена на основании учебного плана:

560001 Лечебное дело (Для иностранных студентов)

утвержденного учёным советом вуза от 30 06 протокол № 13

Рабочая программа одобрена на заседании кафедры

Протокол от 14 11 2025 г. № 4

Срок действия программы: уч.г.

Зав. кафедрой

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**The course outline endorsed for the following academic year**

Chairman of the Educational and

\_\_ \_\_\_\_\_ 2026 y.

The course outline has been revised, considered and endorsed for implementation  
in 2026-2027 Academic Year at the Staff Meeting of Pediatrics Department

Record of \_\_\_\_\_ 2026 y. № \_\_\_\_  
The Head of Departmenten c.m.s., docent Shaiderova I.G.

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**The course outline endorsed for the following academic year**

Chairman of the Educational and

\_\_ \_\_\_\_\_ 2027 y.

The course outline has been revised, considered and endorsed for implementation  
in 2027-2028 Academic Year at the Staff Meeting of Pediatrics Department

Record of \_\_\_\_\_ 2027 y. № \_\_\_\_  
The Head of Departmenten c.m.s., docent Shaiderova I.G.

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**The course outline endorsed for the following academic year**

Chairman of the Educational and

\_\_ \_\_\_\_\_ 2028 y.

The course outline has been revised, considered and endorsed for implementation  
in 2028-2029 Academic Year at the Staff Meeting of Pediatrics Department

Record of \_\_\_\_\_ 2028 y. № \_\_\_\_  
The Head of Departmenten c.m.s., docent Shaiderova I.G.

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**The course outline endorsed for the following academic year**

Chairman of the Educational and

\_\_ \_\_\_\_\_ 2029 y.

The course outline has been revised, considered and endorsed for implementation  
in 2029-2030 Academic Year at the Staff Meeting of Pediatrics Department

Record of \_\_\_\_\_ 2029 y. № \_\_\_\_  
The Head of Departmenten c.m.s., docent Shaiderova I.G.

1. COURSE OUTLINE OBJECTIVES	
1.1	obtaining basic knowledge and certain competences in this discipline, using effective technologies for conducting lectures, practical exercises and multi-stage control in the learning process.
1.2	learn the characteristics of the child's body, the necessary algorithms for diagnosis, treatment, rehabilitation and prevention of childhood illnesses, necessary for the doctor.

2. PLACE OF THE COURSE IN THE EDUCATIONAL PROGRAM	
Cycle (section) MEP:	B1.O
<b>2.1</b>	<b>Students' Preliminary Training Requirements:</b>
2.1.1	Clinical Pharmacology
2.1.2	Clinical Practice (Assistant Doctor)
2.1.3	Departmental Therapy
2.1.4	Radiology Diagnostics
2.1.5	Pathophysiology, Clinical Pathophysiology
2.1.6	Propaedeutics of Internal Diseases
<b>2.2</b>	<b>Course Units and Practical Sessions imposing the prior Proficiency</b>
2.2.1	Hospital Therapy
2.2.2	Pediatrics
2.2.3	Anaesthesiology, resuscitation, intensive care
2.2.4	Preparation for passing the state exam and submission

3. STUDENTS' COMPETENCIES RESULTING FROM THE COURSE UNIT (MODULE)	
<b>GPC-7: be able to prescribe treatment and monitor its efficacy and safety</b>	
<b>Knowledge:</b>	
Level 1	Etiology, pathogenesis, and clinical presentation of major diseases with various nosological forms, as well as methods of managing and treating patients in outpatient settings and day-hospital conditions.
<b>Skills:</b>	
Level 1	-To compare different types and methods of treatment for patients with various nosological forms and to develop a treatment plan for diseases; -To manage and treat patients in outpatient settings and day-hospital conditions; -To monitor the effectiveness and safety of the prescribed treatment at all stages of its implementation.
<b>Expertise:</b>	
Level 1	-Skills in analyzing various types of treatment for patients with different nosological forms; -Skills in managing and treating patients with various diseases in outpatient settings and day-hospital conditions.

<b>UC-4: Prepared to collect and analyze patient complaints, medical history data, results of physical examination, laboratory, instrumental, pathological, and other studies for the purpose of recognizing the condition or establishing the presence or absence of disease.</b>	
<b>Knowledge:</b>	
Level 1	Methods and tools for collecting and analyzing patient complaints, medical history data, indications and contraindications for conducting additional clinical and paraclinical investigations; -The necessity of collecting and analyzing patient complaints and medical history data; -Etiopathogenesis, clinical presentation, and diagnosis of major diseases; -Indications and contraindications for selecting additional clinical and paraclinical investigation methods; -Indications and contraindications for performing additional clinical and paraclinical investigations
<b>Skills:</b>	

Level 1	<ul style="list-style-type: none"> <li>- Collect and analyze patient complaints and medical history data.</li> <li>- Order laboratory, instrumental, pathological, and other investigations for the purpose of recognizing the condition or establishing the presence or absence of disease.</li> <li>- Conduct an interview, collecting complaints and medical history from the patient.</li> <li>- Create a pedigree model for families with hereditary diseases.</li> <li>- Conduct an assessment of the clinical status.</li> <li>- Determine indications and contraindications for selecting additional clinical and paraclinical investigation methods.</li> </ul>
<b>Expertise:</b>	
Level 1	<ul style="list-style-type: none"> <li>-Skills in collecting and analyzing patient complaints and medical history data, and in interpreting the results of the most common functional diagnostic methods used to detect pathologies of the blood, heart and vessels, lungs, kidneys, liver, and other organs and systems;</li> <li>-Skills in documenting the medical history, and in ordering necessary laboratory and instrumental investigations for the purpose of recognizing the condition or establishing the presence or absence of disease;</li> <li>-Skills in patient examination and performing the necessary diagnostic procedures;</li> <li>-Skills in formulating a clinical diagnosis.</li> </ul>
<b>UC-5: Capable of identifying the main pathological conditions, symptoms, disease syndromes, and nosological forms in patients in accordance with the International Statistical Classification of Diseases and Related Health Problems, 10th Revision (ICD-10).</b>	
<b>Knowledge:</b>	
Level 1	<ul style="list-style-type: none"> <li>- procedures of identifying main pathological states in a patient, symptoms and syndromes of diseases, clinical entities;</li> <li>- specific features of identifying various types of petrological test, diseases symptoms and syndromes, clinical entities in accordance with IscD of the X review.</li> </ul>
<b>Skills:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Comprehend the obtained results of studies of major nosological forms of diseases;</li> <li>- Analyze various types of pathological conditions, symptoms, disease syndromes, and nosological forms in accordance with the ICD;</li> <li>- Highlight the practical significance when comparing specific pathological syndromes and disease symptoms.</li> </ul>
<b>Expertise:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Skills in identifying the main pathological conditions, symptoms, and disease syndromes.</li> <li>- Techniques for searching, identifying, and systematizing the main pathological conditions, symptoms, disease syndromes, and nosological forms in accordance with the ICD-10.</li> <li>- Skills in independently justifying the grouping of various symptoms and syndromes into nosological forms in accordance with the ICD-10.</li> </ul>
<b>UC-7: Capable of determining the management strategy for patients with various nosological form</b>	
<b>Knowledge:</b>	
Level 1	<ul style="list-style-type: none"> <li>-The etiology, pathogenesis, and clinical features of diseases.</li> <li>-The main types and methods of treating patients with various nosological forms.</li> <li>-The main approaches and challenges in managing patients with different diseases.</li> </ul>
<b>Skills:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Explain the meaning of determining the management strategy for patients with various diseases.</li> <li>- Compare different types and methods of treating patients with various nosological forms and develop a treatment plan for diseases.</li> <li>- Highlight the practical value of an individualized management strategy for patients with different nosological forms.</li> </ul>
<b>Expertise:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Skills in presenting and analyzing the etiology and pathogenesis of various clinical diseases for making a diagnosis.</li> <li>- Techniques for searching and comparing different methods of treating patients with various nosological forms.</li> <li>- Possess skills in determining the management strategy for patients with diseases.</li> </ul>
<b>UC-8: Prepared to manage and treat patients with various nosological forms in outpatient settings and day hospital conditions.</b>	
<b>Knowledge:</b>	
Level 1	<ul style="list-style-type: none"> <li>- The etiology, pathogenesis, and clinical features of major diseases with various nosological forms.</li> <li>- The main types and methods of treating patients with different nosological forms.</li> <li>- Methods for managing and treating patients with various nosological forms in outpatient settings and day hospital conditions.</li> </ul>

<b>Skills:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Accurately determine the given disease.</li> <li>- Compare different types and methods of treating patients with various nosological forms and develop a treatment plan for diseases.</li> <li>- Manage and treat patients in outpatient settings and day hospital conditions.</li> </ul>
<b>Expertise:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Skills in analyzing different types of treatment for patients with various nosological forms.</li> <li>- Techniques for searching and comparing different methods of treating patients with various nosological forms.</li> <li>- Skills in managing and treating patients with various diseases in outpatient settings and day hospital conditions.</li> </ul>
<b>UC-9: Prepared to provide primary medical care for sudden acute illnesses, conditions, and exacerbations of chronic diseases that do not pose a life-threatening risk to the patient and do not require emergency medical intervention</b>	
<b>Knowledge:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Clinical manifestations of acute and chronic diseases.</li> <li>- Methods of treatment and performing medical procedures for pathological conditions and diseases.</li> <li>- General principles of treatment.</li> <li>- Diseases considering their etiology and pathogenesis.</li> <li>- Knowledge of pharmacological groups and their interactions with each other.</li> </ul>
<b>Skills:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Correlate symptoms, examination findings, and results of laboratory and instrumental investigations into a coherent picture and make an accurate diagnosis.</li> <li>- Prepare the patient, instruments, and medications for performing the necessary procedure.</li> <li>- Assess the stage of the disease and prescribe therapy appropriate to the disease stage.</li> </ul>
<b>Expertise:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Skills in identifying signs of acute disease or exacerbation of a chronic disease.</li> <li>- Skills and methods for providing medical care for acute and chronic diseases.</li> <li>- Skills in etiological and pathogenetic therapy when treating diseases, depending on the severity of the condition, in outpatient settings.</li> </ul>
<b>UC-14: Capable of managing medical documentation.</b>	
<b>Knowledge:</b>	
Level 1	<ul style="list-style-type: none"> <li>- List and description of accounting and reporting medical documentation in healthcare organizations of therapeutic profile;</li> <li>- Regulatory documentation adopted in healthcare, as well as documentation for assessing the quality and efficiency of medical organizations' activities.</li> </ul>
<b>Skills:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Conduct medical-statistical analysis of health indicators of the registered population;</li> <li>- Maintain medical documentation, including in electronic format.</li> </ul>
<b>Expertise:</b>	
Level 1	<ul style="list-style-type: none"> <li>- Skills in handling and managing various types of accounting and reporting documentation in healthcare institutions;</li> <li>- Skills in comparative analysis of different types of medical documentation in healthcare institutions.</li> </ul>

### Final Students' Competences

<b>3.1</b>	<b>Knowledge:</b>
3.1.1	Periods of childhood, functional and morphological characteristics of children of different ages, patterns of growth and development of the child, age-specific norms of physical and neuropsychic development, the role of hereditary, and endo- and exogenous factors in the formation of health or illness of children. Features of metabolic processes and immunological protection in childhood, the basics of medical genetic counseling, the benefits of natural feeding, especially the nutrition of children older than a year
3.1.2	The structure of indicators of infant mortality and the possibility of it's reducing
3.1.3	Etiology, pathogenesis, clinical manifestations, diagnosis, treatment and prevention of major diseases of the neonatal period and children of early age
3.1.4	Etiology, pathogenesis, features of the course, diagnosis and treatment of diseases in early childhood
3.1.5	Principles of organization of children's medical and preventive institutions and sanitary and anti-epidemic regime in them and in maternity hospitals

3.1.6	Fundamentals of the organization of outpatient care to children and adolescents, modern organizational forms of work and
3.1.7	Features of the organization and the main areas of work of the district pediatrician and general practitioner. Principles of
<b>3.2</b>	<b>Skills:</b>
3.2.1	Analyze and evaluate the organization and quality of medical care, the state of health of the child population, the impact on
3.2.2	Collect and evaluate anamnesis of a child's life and illness
3.2.3	Collect genealogical anamnesis, to determine hereditary predisposition
3.2.4	Conduct a child's examination and evaluate the findings in accordance with the age standard, send for a laboratory and
3.2.5	Evaluate the data of clinical analysis of urine, blood, the basic biochemical and immunological indicators of blood in the
3.2.6	Carry out a differential diagnosis. To substantiate and put a clinical diagnosis, formulating it in accordance with the generally accepted classification
3.2.7	Develop a treatment plan for a sick child, taking into account the course of the disease, select and prescribe drug therapy,
3.2.8	Provide emergency help in conditions: hyperthermal syndrome, bronchoobstructive syndrome, convulsive syndrome, croup
3.2.9	Assign rational feeding to the child of the first year of life and nutrition for a child older than a year
3.2.10	To carry out: confidential psychological contact with the child and his parents, the principles of medical ethics and deontology, integrated management of childhood illnesses (IMCI) at pre - and hospital stages
<b>3.3</b>	<b>Expertise:</b>
3.3.1	Methods of conducting medical accounting and reporting documentation in children's units of health care institutions of the
3.3.2	Assessments of the health status of children of different age, sex and social groups
3.3.3	Methods of general clinical examination of children; interpretation of the results of laboratory, instrumental diagnostic
3.3.4	Algorithm for setting a preliminary diagnosis for patients with subsequent referral to an additional examination and to
3.3.5	Algorithm of the main medical, diagnostic and therapeutic measures to provide first medical assistance to children in emergency and life-threatening conditions. Primary resuscitation in newborns; provision of intensive and urgent care for children of different age periods; conduction of intubation, catheterization, mechanical ventilation, indirect heart

#### 4. COURSE (MODULE) STRUCTURE AND CONTENT

Class Code	Subject Name /Type of Class/	Semester /	Hours	Competencies	Literature	Interactive Sessions	Пр. подг.	Notes
	<b>Part 1. Periods of childhood. Physical and psycho-motor development of children. Anatomical and physiological features of skin,</b>							
1.1	Pediatrics: subject, goals, tasks, pediatric sections, childhood periods. Physical development. /Lect/	9	2	GPC-7 UC-4 UC-5 UC-7 UC -8 UC -9 UC -14	Э1 Э2 Э3			
1.2	Anatomical and physiological features of the nervous system. Neuropsychic development in children at different age periods. /Lect/	9	2	GPC-7 UC-4 UC-5 UC-7 UC -8 UC -9 UC -14	Э1 Э2 Э3			

1.3	Organizational fundamentals of pediatrics, periods of childhood. Features of age pathology. Anamnesis in children and their parents. Counseling skills /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			
1.4	Physical and psycho-motor development of children. Age features of weight gain, length and other body parameters, semiotic disorders. Principles of assessing the physical development and nutritional status of children of the first 5 years of life /Pract/			GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14		1		Work in small groups. Bring a centimeter tape
1.5	Anatomical and physiological features of the nervous system and sensory organs in children. Development of static and mental functions. Evaluation of the neuropsychic and physical development of children /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			
1.6	Anatomical and physiological features of skin, subcutaneous fat, bone, muscle, lymphatic systems, semiotics of damage of these systems. /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			
1.7	Organizational fundamentals of pediatrics, periods of childhood. Features of the age-related pathologist. Anamnesis in children and their parents. Counseling skills /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			Checking the skills of collecting an anamnesis, making a medical history
1.8	Physical and psycho-motor development of children. Age features of weight gain, length and other body parameters, semiotic disorders. Principles of assessing the physical development and nutritional status of children of the first 5 years of life /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			Checking the skills of independent weighing, measuring growth, circles in children of different ages, assessing the physical development by the tables
1.9	Anatomical and physiological features of the nervous system and sensory organs in children. Development of static and mental functions. Evaluation of the neuropsychic and physical development of children /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			Assessment of the skills of studying the nervous system, reflexes in children of different ages. Neuropsychic development. Solution of situational tasks, test tasks.

1.10	Anatomical and physiological features of skin, subcutaneous fat, bone, muscle, lymphatic systems, semiotics of damage of these systems. /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC -14	Э1 Э2 Э3			Assessment of research skills in children of skin, subcutaneous fat, bone, muscle, lymphatic system. Solution of situational tasks, test tasks.
	<b>Part 2. Anatomical and physiological features of respiratory, cardiovascular.</b>							
2.1	Anatomical and physiological features of respiratory organs. Semiotics of the main lesions. /Lect/	9	2	ОПК-7 ПК-4 ПК-5 ПК-14	Э1 Э2 Э3			
2.2	Anatomical and physiological features of respiratory organs. Methods of examination in children of different age groups. Semiotics of the main lesions. /Pract/	9	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
2.3	Anatomical and physiological features of cardiovascular system. Fetal blood circulation. Methods of examination by age groups of children. Semiotics of the main lesions of the heart /Pract/	9	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3	2		Work in the Simulation Center. Auscultation on Mannequins
2.4	Anatomical and physiological features of respiratory organs. Methods of examination in children of different age groups. Assessment of cough and shortness of breath in children under 5 years (assess, classify). Semiotics of the main lesions. Educational video "Examination of respiratory organs in children"; Audio recording "Breathing noises" /Iw/	9	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			Control of the skills of examination, percussion, auscultation of the lungs in children, analysis of laboratory tests, determination of external respiration functions, reading of X ray, bronchograms, etc. Solution of situational tasks
2.5	Anatomical and physiological features of cardiovascular system. Methods of examination by age groups of children. Features of ECG and X-ray. Semiotics of the main lesions of the heart. Audio recording "Heart noises". /Iw/	9	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			Control of the ability to collect anamnesis, examination, percussion, auscultation of the cardiovascular system, ECG and X-ray in patients with heart disease. Solution of situational tasks.

	<b>Part 3. Anatomical and physiological features of hematopoietic, urinary systems.</b>							
3.1	Features of hematopoiesis and pattern of peripheral blood in children of different ages. The method of examination, semiotics of the main blood diseases in children. Evaluation of blood tests in norm and pathology /Pract/	9	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
3.2	Features of hematopoiesis and pattern of peripheral blood in children of different ages. The method of examination, semiotics of the main blood diseases in children. Evaluation of blood tests in norm and pathology /Iw/	9	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			Control of the ability to examine sick children with blood diseases and analysis of hemograms. Solution of situational tasks, test tasks.
3.3	Anatomical and physiological features of urinary system in children of different ages. Methods of the examination, semiotics of the main kidney diseases in children. Evaluation of urinalysis. /Pract/	9	5	GPC-7 UC-4 UC-5	Э1 Э2 Э3			
3.4	Anatomical and physiological features of urinary system in children of different ages. Methods of the examination. Semiotics of the main kidney diseases in children /Iw/	9	4	GPC-7 UC-4 UC-5	Э1 Э2 Э3			Assessment of skills in examining pediatric patients with urinary system disorders.
	<b>Part 4. Anatomical and physiological features of digestive systems. Feeding.</b>							
4.1	Anatomical and physiological features of digestive system. Естественное вскармливание. Breastfeeding. Ingredients of breast milk. The rules of	9	2	GPC-7 UC-4 UC-5 UC-8	Э1 Э2 Э3			
4.2	Anatomical and physiological features of digestive system in children. Methods of the examination. Semiotics of the main diseases of digestive system in children /Pract/	9	5	GPC-7 UC-4 UC-5 UC-8	Э1 Э2 Э3			
4.3	Breastfeeding. Ingredients of breast milk. The rules of breastfeeding. Training the mother to the right position and putting the baby to the breast. Recommendations for feeding. /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			

4.4	Complementary Feeding. Rules for Introduction and Types of Complementary Foods. Mixed and Artificial Feeding. Indications for Transition to These Types of Feeding. Classification of Formulas. Rules for Introducing Supplementary Feeding and	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
4.5	Anatomical and physiological features of digestive system in children. Methods of the examination, semiotics of the main diseases of digestive system in children. /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Check of skills and abilities of examination of digestive organs in children.
4.6	Breastfeeding. Ingredients of breast milk. Training the mother to the right position and putting the baby to the breast. Applying counseling skills /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Assessment of mastery of breastfeeding techniques. .
4.7	Mixed and artificial feeding. Indications for the transfer to these types of feeding. Classification of formulas. Skills for counseling mothers /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Control of mastering the methods of mixed and artificial feeding.
4.8	Complementary Feeding. Mixed and Artificial Feeding. /Lect/	9	2	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
	<b>Part 4. Neonatology. Outpatient pediatrics.</b>							
5.1	Threatened Conditions of the Fetus and Newborn. Fetal Hypoxia and Neonatal Asphyxia. Neonatal Resuscitation in the Delivery	9	2	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
5.2	Hemolytic disease of the newborn (HDN). /Lect/	9	2	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
5.3	Intrauterine infections (IUI) of the fetus and newborn. Sepsis /Lect/	9	2	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
5.4	Problems of perinatology and neonatology. Influence of harmful factors on the health of parents and children. Term and preterm baby. Borderline conditions of newborns. Initiative "Child-Friendly Hospital" (ICFH) /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
5.5	Threatened Conditions of the Fetus and Newborn. Fetal Hypoxia and Neonatal Asphyxia. Assessment Using the Apgar Score. Neonatal Resuscitation in the Maternity Ward. Birth Injuries of the Brain and Spinal Cord. /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3	2		Conversion of resuscitation on mannequins.

5.6	Hemolytic disease of the newborn (HDN). Etiopathogenesis, Clinical Features, and Treatment. Differential diagnosis of jaundice of the newborn period. Classification and treatment of jaundice during the neonatal period /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
5.7	IUI of the fetus and newborn. Clinical Presentation, Diagnosis, and Treatment. Diseases of the skin and umbilicus in newborns. Sepsis. Etiopathogenesis, Clinical Features, and Treatment. /Pract/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
5.8	Problems of perinatology and neonatology. Influence of harmful factors on the health of parents and children. Term and preterm baby. Using the skills of counseling mothers in feeding of sick newborns and children with low birth weight. Feeding newborns at emergencies. /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Monitoring the skills of assessing the health status of a newborn child, his borderline states. Improvement of the technique and skills of nursing and feeding newborns.
5.9	Hypoxia of the fetus and asphyxia of the newborn. Birth trauma of the brain and spinal cord /Iw/	9	4	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Control skills assessment of asphyxia of newborns on the Apgar score. Mastering the methods of primary resuscitation of newborns.
5.10	Hemolytic disease of the newborn (HDN). Differential diagnosis of jaundice of the newborn period. Classification and treatment of jaundice during the neonatal period /Iw/	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Control of the curation of patients with various clinical forms of HDN.

5.11	IUI of the fetus and newborn. Feeding children from HIV-positive mothers. Sepsis. Diseases of the skin and umbilicus in newborns /Iw/	9	4	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Control of the skills of diagnosis of IUI and sepsis in newborns. Drawing up a plan for examination and treatment. Solution of situational tasks.
5.12	Organization and principles of the children's department of the outpatient clinic. Immunization Schedule. Documentation /Pract/.	9	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
5.13	Organization and principles of the children's department of the outpatient clinic. Documentation /Iw/	9	4	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Control of participation in pediatric admission. Making a medical documentation of the child's development and other documentation.
5.14	Pediatric admission. Main indicators of pediatrician performance. Counseling skills /Iw/	9	4	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Control of the patient's curation with a description of his status, an assessment of the state of all organs and systems.
5.15	Dispensary (Outpatient) Follow-up of Healthy Children of Different Ages. Prenatal (Antenatal) Care. Newborn Follow-up. /Cp/	9	3,7	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			Assessment of skills in developing a dispensary (outpatient) follow-up plan and documenting it in the medical record.
5.16	/Credit/	9	0,3					
	<b>Part 6. Deficient conditions of young children (anemia, rickets, acute and chronic nutrition disorders).</b>							
6.1	Rickets. /Lect/	10	2	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
6.2	Anemia of young children. Classification. Clinic and treatment of iron deficiency anemia in young children. /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-	Э1 Э2 Э3			
6.3	Rickets. Spasmophilia. Hypervitaminosis D /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			

6.4	Acute and chronic nutrition disorders in children. Criteria for diagnosis. Evaluation of physical development by weight gain maps, tables of standard deviations, calculation of indices of physical development. Recommendations for nutrition, care, observation, for a child with a low body weight. Feeding of children with low birth weight /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			
6.5	Anemia of young children. Classification. Clinic and treatment of iron deficiency anemia in young children. /Iw/	10	4	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Checking up the skills of collecting anamnesis, examining children with anemia, interpreting analyzes, solving situational problems, test questions.
6.6	Rickets. Spasmophilia. Hypervitaminosis D /Iw/	10	4	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Control over the diagnostic skills of the diagnosis of rickets of varying severity and severity of the flow with an assessment of biochemical blood tests and X-ray patterns of growth zones. Preparation of the treatment plan.
6.7	Chronic eating disorders in children. Criteria for diagnosis. Evaluation of physical development by weight gain cards, recommendations for nutrition, care, observation, for the child on low-weight cards. Feeding of children with low birth weight /Iw/	10	4	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Assessment of practical skills: assessment of physical development by weight gain maps, tables of standard deviations.
9.4	Kidney disease in children. Acute and chronic glomerulonephritis. Etiopathogenesis. Classification. Clinic, diagnosis, treatment, prevention. Urinary tract infection (cystitis, pyelonephritis). Acute and chronic pyelonephritis. Clinic, diagnosis, treatment, prevention /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			

6.8	Allergic Diseases in Children: Modern Approaches to Diagnosis and Treatment. /Iw/	10	4	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Assessment of skills in collecting medical history with identification of the role of hereditary factors in the development of allergic diseases.
	<b>Part 7. Diseases of the respiratory system in children.</b>							
7.1	Bronchitis in children: acute simple bronchitis, acute obstructive bronchitis, bronchiolitis. /Lect/	10	2	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-	Э1 Э2 Э3			
7.2	Acute pneumonia in children. /Lect/	10	2	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-	Э1 Э2 Э3			
7.3	Bronchitis: acute simple bronchitis, bronchiolitis, acute obstructive bronchitis. Etiopathogenesis. Clinic. Diagnosis. Treatment. Prevention /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			
7.4	Acute pneumonia. Etiopathogenesis. Classification. Clinic and differential diagnosis. Modern approaches to the treatment of acute pneumonia /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3	3		Conducting auscultation on mannequins.
7.5	Chronic diseases of the respiratory system. Respiratory allergies. Bronchial asthma. Principles of treatment and prevention. /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			
7.6	Bronchitis: acute simple bronchitis, bronchiolitis, acute obstructive bronchitis. Etiopathogenesis. Clinic. Diagnosis. Treatment. Prevention /Iw/	10	4	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Control of work at the patient's bed: collection of complaints, anamnesis. Make a plan for examination and treatment. Reading X ray.
7.7	Acute pneumonia. Etiopathogenesis. Classification. Clinic and differential diagnosis. Modern approaches to the treatment of acute pneumonia /Iw/	10	2	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Strengthening of skills in the method of examination of the respiratory system. Identification of the main symptoms. Make a plan for examination and treatment. Reading X ray.

7.8	Chronic diseases of the respiratory system. Respiratory allergies. Bronchial asthma. Principles of treatment and prevention /Iw/	10	4	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC -14	Э1 Э2 Э3			Checking the skills of curation of patients with chronic diseases of the respiratory system. Drawing up a plan for examination and treatment
	<b>Part 8. Diseases of the cardiovascular system in children. Hemorrhagic diathesis</b>							
8.1	Acute rheumatic fever in children /Lect/	10	2	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
8.2	Congenital heart diseases. /Lect/	10	2	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
8.3	Congenital Heart Defects: Classification, Hemodynamics, Etiopathogenesis, Clinical Features, Diagnosis, Treatment, and Prevention. /Pract/	10	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3	3		Auscultation training on mannequins.
8.4	Acute rheumatic fever, features in children. Diagnosis, treatment, prevention. Juvenile rheumatoid arthritis. Differential diagnosis with rheumatic polyarthritis /Pract/	10	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
8.5	Hemorrhagic diathesis. Classification. Clinic of hemophilia, differential diagnosis, principles of treatment /Pract/	10	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
8.6	Congenital heart diseases (CHD). Classification /Iw/	10	2	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			Control over the curation of early age children with various CHD. Strengthening the skills of detecting symptoms of CHD. Drawing up a plan of examination of children with CHD.

8.7	Acute rheumatic fever (ARF), features in children. Diagnosis, treatment, prevention. Juvenile rheumatoid arthritis. Differential diagnosis with rheumatic polyarthritis /Iw/	10	2	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			Control curation of patients with ARF, pay attention to the history of the disease. Detection of diagnostic and differential diagnostic criteria of rheumatism. Interpretation of clinical, laboratory, instrumental (ECG, FCG, ultrasound) data in the diagnosis of acute and chronic rheumatic fever
8.8	Hemorrhagic diathesis. Classification. Clinic of hemophilia, thrombocytopenic purpura, hemorrhagic vasculitis, their differential diagnosis, principles of treatment /Iw/	10	2	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			Control of patients with hemorrhagic diathesis. Strengthening the skills of examination, evaluation of the analysis of peripheral blood, bone marrow. Differential diagnostics between different hemorrhagic diatheses. Drawing up a plan for examination and treatment
8.9	Hemostasis. Hemorrhagic Diatheses. Differential Diagnosis. /Lect/	10	2	GPC-7 UC-4 UC-5 UC-7 UC-8	Э1 Э2 Э3			
8.10	Immune Thrombocytopenia and Hemorrhagic Vasculitis: Differential Diagnosis and Principles of Treatment. /Pract/	10	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
	<b>Part 9. Diseases of the gastrointestinal tract in children. Pathology of the kidney and urinary tract in children. Diseases of the endocrine system</b>							
9.1	Gastritis in Children. Peptic Ulcer Disease. /Lect/	10	2	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-	Э1 Э2 Э3			
9.2	Kidney disease in children. Glomerulonephritis /Lect/	10	2	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			

9.3	The main diseases of the gastrointestinal tract and liver in children. Chronic gastritis. Chronic gastroduodenitis. Peptic ulcer pathogenesis. Classification. Clinic. Diagnostics. Treatment. Diseases of the biliary tract /Pract/	10	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
9.4	Kidney disease in children. Acute and chronic glomerulonephritis. Etiopathogenesis. Classification. Clinic, diagnosis, treatment, prevention. Urinary tract infection (cystitis, pyelonephritis). Acute and chronic pyelonephritis. Clinic, diagnosis, treatment, prevention /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			
9.5	Diseases of the endocrine system in children. Diseases of the pituitary gland (growth sickness). Hypothyroidism. Acute and chronic adrenal insufficiency. Congenital dysfunction of the adrenal cortex. Hypercorticism. Disease and Itenko-Cushing syndrome /Pract/	10	5	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			
9.6	The main diseases of the gastrointestinal tract and liver in children. Chronic gastritis. Chronic gastroduodenitis. Peptic ulcer pathogenesis. Classification. Clinic. Diagnostics. Treatment. Diseases of the biliary tract /Iw/	10	2	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			Control of the skills of examination of the gastrointestinal tract, diagnosis of various clinical and laboratory syndromes. Preparation of treatment plan
9.7	Kidney disease in children. Acute and chronic glomerulonephritis. Etiopathogenesis. Classification. Clinic, diagnosis, treatment, prevention. Urinary tract infection (cystitis, pyelonephritis). Acute and chronic pyelonephritis. Clinic, diagnosis, treatment, prevention /Iw/	10	2	GPC-7 UC-4 UC-5 UC-14	Э1 Э2 Э3			Consolidation of skills in examining the urinary system, interpreting examination results, establishing an accurate diagnosis, and developing a plan for further evaluation and treatment.
9.8	Diseases of the endocrine system in children. Diseases of the pituitary gland (growth sickness). Hypothyroidism. Acute and chronic adrenal insufficiency. Congenital dysfunction of the adrenal cortex. Hypercorticism. Disease and Itenko-Cushing syndrome /Iw/	10	2	GPC-7 UC-4 UC-5 UC-7 UC-8 UC-9 UC-14	Э1 Э2 Э3			Control over the curation of patients, drawing up a plan for examination and treatment, the principles of prophylactic medical supervision.

9.9	Urinary tract infection (cystitis, pyelonephritis). Acute and chronic pyelonephritis. Clinic, diagnosis, treatment, prevention. /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			
	<b>Part 10. Outpatient pediatrics.</b>							
10.1	The work of vaccination room. Vaccination calendar. Preparation of a vaccination plan. Ensuring safe immunization /Pract/	10	5	GPC-7 UC-4 UC-5 UC-9 UC -14	Э1 Э2 Э3			
10.2	Emergency care for children in outpatient clinic. Assessment and classification of general signs of danger in a sick child, necessary measures, treatment regimens /Pract/	10	5	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			
10.3	The work of vaccination room. Vaccination calendar. Preparation of a vaccination plan. Ensuring safe immunization /Iw/	10	2	GPC-7 UC-4 UC-5 UC-9 UC -14	Э1 Э2 Э3			Assessment of skills in developing a vaccination (immunization) plan.
10.4	Background diseases in young children (hypotrophy, anemia, rickets, anomalies of the constitution) /Iw/	10	2	UC- 4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Solving case-based (situational) problems and tests. Assessment of physical development using weight gain charts, standard deviation tables, and calculation of physical development indices.
10.5	Emergency care for children in outpatient clinic. Assessment and classification of general signs of danger in a sick child, necessary measures, treatment regimens /Iw/	10	2	GPC-7 UC-4 UC-5 UC-7 UC -8 UC-9 UC -14	Э1 Э2 Э3			Checking the skills of diagnosis, mastering the technique of resuscitation in urgent conditions.
10.6	The organization of medical care for children in pre-school and school institutions /Iw/	10	4	GPC-7 UC-4 UC-7 UC -8 UC -14	Э1 Э2 Э3			Control of the ability to document the children in pre-school and school. Drawing up a plan for prophylactic medical
10.7	/Credit/	10	0,5	UC-5 UC-7				
10.8	/Exam/	10	35,5					

<b>5. ASSESSMENT FUND</b>	
<b>5.1. Advancement Questions and Assignments</b>	
Pediatrics (Semester 9-10) Questions for testing the level of training « <b>Knowledge</b> »: It is held in the form of questions in the ticket (Appendix 1). Tasks for checking the level of training « <b>Skills</b> » and « <b>Expertise</b> »: Situational tasks (Appendix 2). Practical skills: to clarify complaints, to collect anamnesis in a patient with identification of symptoms and syndromes of the disease. Physical examination (examination, palpation, percussion, auscultation) of the newborn and young children. Evaluate and interpret the results of clinical and basic paraclinical research methods. Based on the study of the physical status: identify the symptoms and syndromes, put a preliminary diagnosis.	
<b>5.2. Course Papers Themes</b>	
Not provided.	
<b>5.3. Assessment Fund</b>	
Situational tasks (Appendix 2) Tests (Appendix 3) Themes of abstracts (Appendix 4) Frontal survey (Appendix 8) Scheme of writing the medical history (Appendix 5)	
<b>5.4. List of Assessment Tools</b>	
Tests Situational tasks Medical history Report Abstract Presentation Frontal survey Practical skills Assessment scales by types of assessment tools (Appendix 6)	

<b>6. COURSE (MODULE) METHODOLOGICAL AND INFORMATIONAL SUPPORT</b>		
<b>6.1. Recommended Reading</b>		
<b>6.2. List of resources of the information and telecommunication network "Internet".</b>		
Э1	Педиатрия	<a href="https://www.elibrary.ru/defaultx.asp">https://www.elibrary.ru/defaultx.asp</a>
Э2	Педиатрия	<a href="https://www.iprbookshop.ru/">https://www.iprbookshop.ru/</a>
Э3	Педиатрия	<a href="https://femb.ru/">https://femb.ru/</a>

<b>6.3. List of Information and Education Technologies</b>	
<b>6.3.1 Competence-based Educational Technologies</b>	
6.3.1.1	Theoretical training for the study of the program in outpatient and emergency pediatrics is conducted at the bases
6.3.1.2	The City Children's Clinical Emergency Hospital (CCCEH) in Bishkek, in a large lecture hall with 120 seats.
6.3.1.3	Lecture presentations for all sections of the discipline (PowerPoint).
6.3.1.4	There are three standardly equipped classrooms with 12–30 seats (desk blocks, chalkboard, whiteboard, computer).
6.3.1.5	Students have access to informational stands, posters, an electronic library, educational films, and a database of clinical materials (medical histories, laboratory analyses, X-rays).
6.3.1.6	Simulation Center (Alamedin Building), equipped with robotic mannequins—simulators, modern resuscitation equipment, electronic phantoms, trainers, interactive and medical devices, instruments, and consumables.
6.3.1.7	Computer classrooms (L. Tolstoy Building, rooms 4/12 and 4/15) with Internet access for independent work, familiarization with online resources, and video materials.

<b>6.3.2 List of information reference systems and software.</b>		
6.3.2.1	Pocket book of hospital care for children. 2nd edition/Guidelines for the management of common childhood illnesses	<a href="http://apps.who.int/iris/bitstream/handle/10665/81170/9789241548373_eng.pdf?sequence=1">http://apps.who.int/iris/bitstream/handle/10665/81170/9789241548373_eng.pdf?sequence=1</a>
6.3.2.2	Training Course on Child Growth Assessment	<a href="https://www.who.int/childgrowth/training/module_h_directors_guide.pdf">https://www.who.int/childgrowth/training/module_h_directors_guide.pdf</a>
6.3.2.3	Complementary Feeding	<a href="http://apps.who.int/iris/bitstream/handle/10665/66389/WHO_NHD_00.1.pdf?sequence=1">http://apps.who.int/iris/bitstream/handle/10665/66389/WHO_NHD_00.1.pdf?sequence=1</a>
6.3.2.4	Nelson Textbook of Pediatrics	<a href="https://www.pdfdrive.com/nelson-textbook-of-pediatrics-mosby-d6879789.html">https://www.pdfdrive.com/nelson-textbook-of-pediatrics-mosby-d6879789.html</a>
6.3.2.5	The Harriet Lane Handbook	<a href="http://www.lebpedsoc.org/doc/HIGHLIGHTS%20FROM%20THE%20LITERATURE">http://www.lebpedsoc.org/doc/HIGHLIGHTS%20FROM%20THE%20LITERATURE</a> Harriet%20Lane%20Handbook%20%202021st%20ed%20%20%202018.pdf
6.3.2.6	Neonatology	<a href="http://ypeda.com/attachments/fil/Neonatology%20Management,%20Procedures,%20On%20Call%20Problems,%20Diseases,%20and%20Drugs%20(Gomella),%207th%20Edition%202013.pdf">http://ypeda.com/attachments/fil/Neonatology%20Management,%20Procedures,%20On%20Call%20Problems,%20Diseases,%20and%20Drugs%20(Gomella),%207th%20Edition%202013.pdf</a>
6.3.2.7	Red Book (AAP)	<a href="https://redbook.solutions.aap.org/DocumentLibrary/RB12_interior.pdf">https://redbook.solutions.aap.org/DocumentLibrary/RB12_interior.pdf</a>

<b>7. COURSE (MODULE) LOGISTICS</b>		
7.1	Discipline is taught on the basis of the City Children's Clinical Emergency Hospital (CCCEH), a secondary level of health facilities. They have 6 specialized departments: the Department of Urgent Somatics, the Department of Urgent Neurology, the Department of Emergency Neonatology, Neonatal Resuscitation, the ENT Department, the Department of Kidney Pathology. Total: 200 beds. There are 3 standard equipped auditoriums with 12-30 seats (a block of desks, chalk, whiteboard, computer), a lecture hall for 120 seats (desk, blackboard, laptop, projector, microphone). Students have access to information stands (1 pc.), posters (10 pcs.), electronic library (30 textbooks), educational films (10 pcs.), clinical material base (medical history, laboratory tests, X-ray).	
7.2	On the basis of the National Center for Maternal and Child Health (tertiary level of health facilities). There are 9 specialized departments: Department of Acute Respiratory Pathology, Department of Gastroenterology, Allergology Department, Department of Hematology, Department of Cardiorheumatology, Department of Endocrinology, Nephrology Department, Department of Neonatal Pathology, Intensive Care Unit. Total - 230 beds. There are 8 standard equipped auditoriums with 96 seats (block desks, chalk, marker boards). Students have access to posters (70pcs), an electronic library (30 textbooks), educational films (10 pcs.), clinical material base (medical history, laboratory tests, X-ray).	
7.3	The department is equipped with a multimedia complex (laptop, personal computer, projector).	

<b>8. COURSE (MODULE) PROFICIENCY METHODOLOGICAL GUIDELINES (FOR STUDENT)</b>		
<p>TECHNOLOGICAL MAP OF THE DISCIPLINE (APPENDIX 7).</p> <p>Methodical recommendations for the study of the discipline</p> <p>Recommendations for using materials of the educational and methodical complex</p> <p>Specificity in the study of the section on Propaedeutics of childhood diseases consists in using the basic teaching methods: the work of students in lectures, practical exercises, when studying individual topics, the use of visual aids (posters, models, multimedia slides), followed by a demonstration of thematic patients.</p> <p>On the first lesson, the teacher brings to the attention of students those conditions and requirements that must be observed throughout the work on the discipline.</p> <p>Studying the discipline "Pediatrics" provides for the mastery of 34 topics that are implemented in the learning process in the form of active, interactive forms, independent work, with the aim of forming and developing students' professional skills.</p> <p>MODULAR CONTROL ON DISCIPLINE INCLUDES:</p> <ol style="list-style-type: none"> <li>1. Current control: mastering of educational material in classroom lectures (lectures, practical ones, including attendance and activity) and compulsory tasks for independent work.</li> <li>2. Border control: checking the completeness of knowledge and skills on the material of the module as a whole. The execution of the modular control tasks is carried out in written form and is an obligatory component of the modular control.</li> <li>3. Intermediate control - the completed documented part of the academic discipline (11 semester - credit, 12 semester - exam) - a set of closely connected test modules</li> </ol>		

**4. BASIC REQUIREMENTS FOR INTERMEDIATE CONTROL:**

1. At the appearance for examinations and tests students are required to have with them a student's book, which they present to the examiner at the beginning of the exam or to the teacher in the standings. Teachers are given the right to put a credit without a questionnaire, to those students who scored more than 60 points for current and foreign control. On the intermediate control the student should correctly solve the complex task on pediatrics containing questions - («knowledge») and correctly to estimate a situation («skills», «expertise»).

2. Evaluation of the intermediate control:

- min 20 points - Questions for checking the level of training KNOWLEDGE (if the student correctly formulates the basic concepts when answering the questions asked);
- 20-25 points - Tasks for checking the level of training SKILLS and EXPERTISE (in case the student correctly formulates the essence of the problem given in the ticket and gives recommendations on its solution);
- 25-30 points - Tasks to check the level of training SKILLS and EXPERTISE (in case of complete fulfillment of the control task).

**BASIC REQUIREMENTS FOR CURRENT CONTROL:**

In constructing a practical lesson, teachers adhere to the following general indicative plan:

1) Organizational stage of the session (time - up to 2%):

- a) the muster;
- b) assigning the following topic to the house;
- c) motivation of the topic of this practical lesson;
- d) familiarize students with the goals and the plan of the activity;

2) Control and correction of the initial level of knowledge (time - up to 20%):

- a) frontal survey;
  - b) correction by the teacher of theoretical knowledge of students;
- 3) stage of demonstration by the teacher of thematic patients (time - up to 15%);
- 4) stage of independent work of students at the patient's bed (time - up to 45%);

5) the final stage of the session (time - up to 18%):

- a) final control of the generated practical skills and skills in the analysis of patients examined by students (patient curation);
- b) summing up the results of a practical lesson (the teacher's description of the fulfillment of all the objectives of the lesson by the student and an individual assessment of knowledge and skills).

**II. RECOMMENDATIONS FOR THE ORGANIZATION OF THE INDEPENDENT WORK OF THE STUDENT:**

1. Tips for planning and organizing the time necessary for studying the discipline.

It is recommended that the following time be organized in order to study the discipline:

- The study of the lecture notes on the same day, after the lecture - 15-20 minutes.
- The study of the lecture notes the day before the next lecture - 15-20 minutes.
- The study of theoretical material on the textbook and abstract is 1.2 hours per week.
- Preparation for a practical lesson - 2 hours.
- Only a week - 3-4 hours.

2. Description of student actions:

To understand the material and its qualitative assimilation, the following sequence of actions is recommended:

- After listening to the lecture and completing the training sessions, in preparation for the next day's activities, you must first review and consider the text of the lecture heard today (10-15 minutes).
- In preparation for the lecture of the next day, you need to review the text of the previous lecture, think about what the topic of the next lecture might be (10-15 minutes).
- Within a week, select the time (1-hour) for working with the recommended literature in the library.
- When preparing for the next day's practical exercises, you must first read the basic concepts and approaches on the topic of homework. When performing an exercise or task, you first need to understand what is required in the task, what theoretical material to use, and outline a plan for solving the problem.

3. Recommendations on the use of materials of educational-methodical complex: It is recommended to use methodological instructions for the course and the text of lectures of the teacher.

4. Recommendations for working with literature: The theoretical material of the course becomes more understandable when, in addition to listening to the lecture and studying the abstract, books are also studied. It is easier to master the course, adhering to one textbook and a synopsis. It is recommended, in addition to "memorizing" the material, to achieve a state of understanding of the subject matter of the discipline. For this purpose, it is recommended, after studying the next paragraph, to perform several simple exercises on this topic. In addition, it is very useful to mentally ask yourself the following questions (and try to answer them): what is this paragraph about? What new concepts are introduced? what is their meaning? which will give it in practice?

5. Tips for preparation for boundary and intermediate control: In addition to studying the lecture notes it is necessary to use the textbook. In addition to "memorizing" the material, it is very important to achieve a state of understanding of the studied subjects of the discipline. To this end, it is recommended that after a study of the next paragraph, several exercises be carried out on this topic. In addition, it is very useful to mentally ask yourself the following questions (and try to answer them): what is this paragraph about? what new concepts are introduced, what is their meaning? which will give it in practice? When preparing for interim control, one must study the theory: the definitions of all concepts and approaches to evaluation to the state of understanding the material and independently solve several typical problems from each topic. When solving problems, it is always necessary to be able to interpret qualitatively the outcome of the solution.

6. Instructions on the organization of work on the performance of homework. When doing homework, you must first read the basic concepts and approaches on the topic of the assignment. When performing an exercise or task, you first need to understand what is required in the task, what theoretical material to use, outline the plan for solving the problem, and then proceed to calculations and make a qualitative conclusion.

7. In preparation for intermediate and boundary controls, one must study the theory: the definitions of all concepts and approaches to evaluation to the state of understanding the material and independently execute several standard tasks.

8. Work off the missed classes. Control over the assimilation of the students of the material of the curriculum of discipline is carried out systematically by the teacher of the department and is reflected in the teacher's journal and in points. A student who has received an unsatisfactory assessment of the current material is required to prepare this section and answer it to the teacher in an individual interview.

Missed without any good reason, the lecture should be worked out by the method of oral interview with the lecturer and preparation of the abstract according to the materials of the missed lecture within two weeks from the day of the admission (the essay should be author's, and written "by hand", the volume of the abstract is not less than 20 pages).

Training of missed practical classes.

-Each practical class, missed by a student without a good reason, is worked out without fail. The tests are conducted according to the schedule of the department coordinated with the dean's office.

-Procedures should be worked out within 10 days from the date of the admission. Missed by a student without good reason, the seminar classes are practiced for no more than one lesson per day. Missed classes for a good reason (due to illness, omissions with the permission of the dean's office) are processed according to the thematic material without the hours.

-Student who has not worked out a pass in the established terms is allowed to the next classes only if there is a permission of the dean or his deputy in writing. It is not allowed to eliminate students from the next seminar session who are poorly prepared for these studies.

-For students who missed the seminar because of a long illness, the work should be conducted after the dean's permission on an individual schedule coordinated with the department.

-In exceptional cases (participation in interuniversity conferences, competitions, olympiads, duty, etc.), the dean and his deputy may, in agreement with the department, free students from working off some missed classes.

#### RECOMMENDATIONS FOR PREPARATION OF PRESENTATION:

Multimedia presentations are a kind of independent work of students on creation of visual information grants made with the help of multimedia computer program PowerPoint. This type of work requires coordination of the student's skills in collecting, systematizing, processing information, processing it in the form of a collection of materials that briefly reflect the main issues of the topic being studied, in electronic form. That is, the creation of presentation materials expands the methods and means of processing and presentation of educational information, forms students' computer skills. The presentation materials are prepared by the student in the form of slides using Microsoft PowerPoint.

Requirement for students to prepare a presentation and protect it in class in the form of a report.

1. The presentation theme is chosen by the student from the proposed list of Federal Education Standards (FES) and must be consistent with the teacher and correspond to the subject of the lesson.

2. Stages of preparation of the presentation Drawing up a presentation plan (setting the task; goals of this work) Thinking through each slide (at first you can do it manually on paper), while it is important to answer the following questions: - How does the idea of this slide reveal the main idea of the whole presentation? - What will be on the slide? - What will be said? - How will the transition be made to the next slide?

3. Making a presentation using MS PowerPoint:

- It makes sense to be neat. The slovenly made slides (inconsistency in the fonts and indents, typographical errors, typographical errors in the formulas) arouse suspicion that the student - speaker came up too lightly to the substantive issues.

- The title page is necessary to introduce you to the audience and the topic of your report.

- The number of slides is no more than 30.

- The optimal number of lines on a slide is from 6 to 11.

- A common mistake is to read the slide verbatim. Best of all, if the slide will be written detailed information (definitions, formulas), and the words will tell their meaningful meaning. The information on the slide can be more formal and strictly stated than in speech.

- The optimal switching speed is one slide in 1-2 minutes.
- It is welcomed to use in the presentation more figures, pictures, formulas, graphs, tables.
- When explaining tables, it is necessary to say what the rows correspond to, and what the columns correspond to. - Enter only those designations and concepts, without which the understanding of the main ideas of the report is impossible.
- In a short speech, you cannot repeat the same thought, even if in other words - time is precious.
- Any phrase should be said for some reason. Then the performance will be solid and will leave a good impression.
- The last slide with conclusions in short presentations is not necessary to pronounce.
- If there are a lot of formulas on the slide, it is recommended to type it completely in MS Word (otherwise the formulas have to be placed and aligned on the slide manually). For this, it is convenient to make a blank - an empty slide with one large Word object "Insert / Object / Microsoft Word Document", pick up its size once and multiply it by the required number of slides. It is recommended to change the main font in the text and formulas to Arial or similar; Times font looks bad from afar. Be sure to set the main font size in MathType to the main font size in the text.

Never level the size of the formula by hand, pulling it out of the corner 4. The student is obliged to prepare and make a report in a strictly allotted time by the teacher, and in time.

#### 5. Instructions to speakers.

- to report new information;
- use technical means;
- know and be well versed in the subject of the entire presentation;
- be able to discuss and quickly answer questions;
- strictly follow the established regulations: speaker - 10 min.; discussion - 5 min.;

It must be remembered that the speech consists of three parts: the introduction, the main part and the conclusion. Introduction helps to ensure the success of performances on any topic. The introduction should contain:

- the title of the presentation;
- the message of the main idea;
- modern evaluation of the subject matter;
- a brief listing of issues addressed;
- lively interesting form of presentation;

The main part, in which the speaker has to deeply reveal the essence of the topic touched upon, is usually based on the principle of a report.

The task of the main part is to provide enough data so that the audience will be interested in the topic and want to get acquainted with the materials. At the same time, the logical structure of the theoretical block should not be given without visual aids, audio - visual and visual materials. Conclusion is a clear, clear summary and brief conclusions that students are always waiting for.

#### RECOMMENDATIONS ON WRITING AN ABSTRACT

The topic of the abstract is chosen in consultation with the teacher. It is important that the essay: first, both the scientific and social aspects of the problem are highlighted; and secondly, both general theoretical provisions and specific examples are presented.

The abstract should be based on the study of several additional sources to the main literature. As a rule, these are special monographs or articles. It is recommended to use the following scientific journals as supplementary literature:

**"Pediatrics," "KRSU Bulletin," "Healthcare of Kyrgyzstan," "KGMA Bulletin,"** and other publications, as well as newspapers specializing in medical topic.

Abstract plan must be copyright. It shows the approach of the author, his opinion, analysis of the problem. All the facts and borrowed considerations presented in the abstract should be accompanied by references to the source of information. It is unacceptable to simply group the abstract from pieces of borrowed text. All quotations should be presented in quotes with the source and page in brackets.

The absence of quotes and links means plagiarism and, in accordance with established scientific ethics, is considered a gross violation of copyright.

The abstract is drawn up in the form of text on sheets of a standard format (A-4). It begins with a title page in which the name of the university, the discipline, the topic of the abstract, the name and initials of the student, the number of the academic group, the year and geographical location of the university are indicating. Then follows the table of contents with the indication of the pages of sections. It is desirable to subdivide the text of the abstract into sections: chapters, sub-chapters and headline them. Use in the abstract of quantitative data and illustrations (graphs, tables, diagrams, drawings) is welcomed.

Completing the abstract sections "Conclusion" and "References". The conclusion presents the main conclusions, clearly formulated in a thesis form and, usually, numbered. References should be compiled in full compliance with the current standard (rules), including special placement of punctuation marks. For this, it is enough to use as an example any book published by major scientific publishing houses. Or the above list of references. In the general case, the most frequently used order of bibliographic references in our country is as follows:

1. Author I.O. Title of the book. Place of publication: Publisher, Year of publication. The total number of pages in the book.
2. Author I.O. Article title // Journal title. The year of publishing. Tom \_\_. No. \_\_. Pages from \_\_ to \_\_.
3. Author I.O. Title of the article / Title of the collection. Place of publication: Publisher, Year of publication. Pages from \_\_ to \_\_.

**SITUATIONAL TASK. BENCHMARK FOR ANSWER****Situational task**

1. A boy K, 10 years old, was admitted to the pediatric pulmonology department with complaints of a painful paroxysmal cough, worse during the night and morning. Medical history: ill for 1.5 months when, after working with magazines and books, there was a barking cough, hoarseness. He was treated on an outpatient basis for obstructive bronchitis: Bromhexin, Acetylcysteine. Positive dynamics from the treatment was not observed. Anamnesis vitae: a child from the first pregnancy, first term labor, pregnancy proceeded with the threat of miscarriage in the first trimester. Childbirth by caesarean section. Grew up and developed according to age standards. Observed by an allergist for atopic dermatitis. Since 8 years of episodes of obstructive bronchitis 2-3 times a year. Mom suffers from pollinosis, allergic conjunctivitis. Objective examination: The state of the child of moderate severity. Pale skin, cyanosis of the nasolabial triangle. Nose breathing is difficult. Physical examination: hard breathing is heard in the lungs, not numerous dry rales on both sides are heard on the exhale. RR 30 per minute. Heart sounds are clear, rhythmic, HR 88 per minute. Abdominal palpation is available, soft. The chair is regular decorated. Pees freely.

1. What is your presumptive diagnosis?
2. What additional examinations are needed to confirm the diagnosis?
3. What data history indicate the likelihood of the disease.
4. Treatment plan.
5. Child management program.

**Answer standard for task 1:**

1. Bronchial asthma, atopic, light persistent, seizure period, respiratory failure-I. Allergic rhinitis, persistent.
2. Spirogram with salbutamol, peak flow measurement, chest radiography, hemogram, general and specific Ig E
3. Burdened family and personal allergic anamnesis
4. Emergency therapy: oxygen therapy, systemic glucocorticosteroids, repeated inhalations of  $\beta_2$ -agonists of short action
5. Elimination of causative allergens, selection baseline therapy and quarterly correction.

**CURATION OF THE PATIENT**

The patient's curation must be carried out according to the scheme indicated in section 5.3.

1. To collect and evaluate the history of life and illness of the child.
2. To collect the genealogical history, to determine the hereditary predisposition.
3. Carry out a physical examination of the child and evaluate the data obtained in accordance with the age norm (HR, RR, BP, etc.)
4. Evaluate the data of clinical tests:
  - blood (general analysis, clotting time, bleeding time, platelet count (for sugar); content in blood serum;
  - bilirubin, ALT, AST; electrolyte and alkaline phosphatase concentration; protein content and protein fraction; the content of uric acid and creatinine; blood test for ASL-O, seromukoid, CRP);
  - urine (general analysis, according to Nechiporenko and Kakovsky-Addis, for the degree - bacteriuria, uroleukocytogram);
 Rate the glycemc profile;  
 Evaluate the glucosuric profile;  
 Evaluate standard glucose tolerance test;  
 Evaluate the analysis of coprological research;  
 To assess the radiograph in the study of the stomach with barium;  
 Evaluate the data of X-ray examination of the chest and bone system of the child;  
 Evaluate the results of fibrogastroscopy;  
 Evaluate the Zimnitsky sample, know the urine collection technique in newborns and infants;
5. To be able to prepare the child for the study of feces for hidden blood;
6. To assess the physical development of children of different ages;
7. Assess the psychomotor development of children under the age of five;
8. To diagnose, conduct a differential diagnosis, draw up and implement a treatment, rehabilitation and prevention plan for: -
  - diseases of the neonatal period;
  - diseases in young children;
  - congenital malformations;
  - delays in the physical and psychomotor development of children;
  - acute and chronic respiratory diseases in children;
  - acute and chronic diseases of the cardiovascular system in children;
  - acute and chronic diseases of the gastrointestinal tract in children;
  - acute and chronic diseases of the biliary system in children;
  - acute and chronic diseases of the genitourinary system in children;

**THE SCALE OF SITUATIONAL TASKS ASSESSMENT  
(landmark, current, intermediate controls)**

<b>№</b>	<b>Name of the indicator</b>	<b>Mark (%)</b>
1	The correctness of the interpretation of the available in the task analysis and methods of the survey	0-20
2	Correct selection of additional diagnostic methods	0-10
3	The correctness of the differential diagnosis with two disease	0-20
4	The correctness of the clinical diagnosis, according to generally accepted classifications and its rationale	0-25
5	The correctness of the appointment and the rationale for treatment	0-25
	<b>Total</b>	amount of points

**THE SCALE FRONTAL SURVEY ASSESSMENT  
(current control)**

<b>№</b>	<b>Name of the indicator</b>	<b>Mark (%)</b>
1	Persuasive answer	0-10
2	Understanding of the issues and the adequacy of interpretation, the depth and completeness of the disclosure of the question	0-30
3	Ability to explain, draw conclusions and generalizations when answering	0-30
4	Logical and consistent response	0-15
5	Ability to answer additional questions	0-15
	<b>Total</b>	amount of points

**THE SCALE OF TEST ASSESSMENT  
(landmark, current, intermediate controls)**

1. In one test task 20 closed questions.
2. For assignments are given ready-made answers to choose from, one correct and the other incorrect.
3. The student needs to remember: in each task with the choice of one correct answer, the correct answer should be.
4. For each correct answer – 5%.
5. The total score is defined as the amount of interest earned.

**THE SCALE OF REPORT WITH PRESENTATION ASSESSMENT  
(landmark control)**

<b>№</b>	<b>Name of the indicator</b>	<b>Mark (%)</b>
<b>The form</b>		<b>10</b>
1	Division of the text into the introduction, main part and conclusion	0-5
2	Logical and understandable transition from one part to another, as well as within parts	0-5
<b>Content</b>		<b>50</b>
1	Matching topic	0-10
2	The presence of the main topic (thesis) in the introductory part and the orientation of the introductory part to the reader	0-10

3	The development of the theme (thesis) in the main part (disclosure of the main provisions through a system of arguments, supported by facts, examples, etc.)	0-15
4	The presence of findings corresponding to the theme and content of the main part	0-15
<b>Presentation</b>		<b>25</b>
1	Title page with title	0-2
2	Slide design and use of additional effects (slide change, sound, graphics)	0-5
3	The text of the presentation is written shortly, well and well-formed ideas are clearly set out and structured	0-10
4	Slides are presented in a logical sequence	0-5
5	Slides printed in notes format	0-3
<b>Report</b>		<b>15</b>
1	The accuracy and accuracy of speech during protection	0-5
2	Width of vision (answers to questions)	0-5
3	Implementation of the regulations	0-5
<b>Total</b>		amount of points

**THE SCALE OF ABSTRACT ASSESSMENT  
(landmark control)**

<b>№</b>	<b>Name of the indicator</b>	<b>Mark (%)</b>
<b>1</b>	In the introduction, a clearly formulated thesis, corresponding to the topic of the abstract, the task is completed to interest the reader	<b>85-100</b>
<b>2</b>	Division of the text into the introduction, main part and conclusion	
<b>3</b>	In the main part the advanced thesis is logical, coherent and fully proved	
<b>4</b>	The conclusion contains conclusions that logically follow from the content of the main part	
<b>5</b>	Correctly (appropriately and sufficiently) various means of communication are used	
<b>6</b>	All requirements for the task are met	
<b>7</b>	When defending an essay, he demonstrates a complete understanding of the problem and does not use simplistic-primitive language to express his thoughts	
<b>1</b>	In the introduction, a clearly formulated thesis, corresponding to the topic of the abstract, to a certain extent, the task is carried out to interest the reader	<b>75-84</b>
<b>2</b>	In the main part, the proposed thesis is logical, coherent, but not sufficiently proved	
<b>3</b>	The conclusion contains conclusions that logically follow from the content of the main part	
<b>4</b>	A variety of communications is appropriately used	
<b>5</b>	When defending an abstract, he demonstrates an understanding of the problem and does not use simplistic-primitive language to express his thoughts	
<b>1</b>	In the introduction, the thesis is not clearly formulated and does not quite correspond to the topic of the abstract	<b>60-74</b>
<b>2</b>	In the main part, the thesis advanced is not proved logically (convincingly) and consistently	
<b>3</b>	The findings do not fully comply with the content of the main part	
<b>4</b>	Not enough or, conversely, various means of communication are excessively used	
<b>5</b>	When defending an essay, it does not demonstrate a complete understanding of the problem and the language of work as a whole does not correspond to the level of the corresponding course	
<b>1</b>	In the introduction the thesis is missing or does not correspond to the topic of the abstract	<b>40-59</b>
<b>2</b>	Division of the text into the introduction, main part and conclusion	
<b>3</b>	In the main part there is no logical consistent disclosure of the topic	
<b>4</b>	Conclusions do not follow from the main part	
<b>5</b>	Communication tools do not provide a coherent presentation of the material	
<b>6</b>	There is no division of the text into the introduction, main part and conclusion	

7	When defending an essay, it demonstrates a complete lack of understanding of the problem and the language of work can be assessed as “primitive”	
1	The work is written off topic	Less then 40
	<b>Total</b>	amount of points

### THE SCALE OF CURATION OF PATIENT ASSESSMENT (landmark control)

№	Name of the indicator	Mark (%)
1	Curator's report on the patient: general information, complaints, history of life, history of the disease, objective data upon admission, dynamics of clinical data (on the day of supervision and analysis), features of clinical data	0-20
2	Preliminary diagnosis	0-5
3	Plan additional examination of the patient	0-10
4	Justification of the diagnosis (main, concomitant, complications) and decoding according to accepted classifications	0-10
5	Дифференциальная диагностика основного заболевания.	0-10
6	Осложнения	0-5
7	Individual features of the etiology, pathogenesis (with the explanation of individual syndromes), the clinical course of the disease in this patient	0-10
8	The main links of pathogenetic therapy	0-10
	Features of treatment of this patient (main and concomitant diseases, complications): a) stepwise treatment (regimen, diet, medications) b) therapy for syndrome c) explanation of the mechanism of action of drugs d) estimated doses, courses, intervals, schemes	0-20
	<b>Total</b>	amount of points

### SCALE FOR PRACTICAL SKILLS EVALUATION (%)

The mark (85-100) assesses the correct implementation of the method of somatic examination of the patient, the student names the research methods, demonstrates the research methodology, gives clear instructions when assessing the state of a healthy and sick child, follows these principles and individual approach to the patient.

The mark (70-84) assesses the correct implementation of the method for assessing the indicators of physical and neuropsychic development in a healthy child; observation in the case of assessing the state a child with recurrent or chronic pathology, follows ethical-deontological principles and an individual approach to the patient.

Mark (60-69) assesses the implementation of the method of somatic examination of the patient, the student does not give the full name of the research methods, demonstrates inaccuracies in the demonstration of the research methodology, makes it difficult to advise patients with acute, recurrent or chronic pathology at the outpatient treatment stage, parents to care for a healthy child of different ages, on the organization of food is not complete, complies with ethical-deontological principles.

The mark (0-59) is exhibited when not conducting a method of somatic examination of the patient, the student does not demonstrate the skills of studying the physical, neuropsychic development of children, cannot demonstrate the technique of studying organs and systems, finds it difficult to give recommendations to a patient with acute, recurrent or chronic pathology on an outpatient basis the stage of treatment, the parents for the care of a healthy child of different ages, the organization of nutrition is not complete, complies with ethical and ethical principles, there

is no individual approach to the patient.

**SCALE ESTIMATION OF THEORETICAL TASK  
(landmark control)**

<b>№</b>	<b>Name of the indicator</b>	<b>Mark (%)</b>
1	Question 1	0-100
2	Question 2	0-100
3	Question 3	0-100
4	Question 4	0-100
<b>Total</b>		Arithmetic average (total points / 4)

Each issue of the ticket is evaluated:

"85-100%" deep and lasting assimilation of the material of the topic or section; complete, consistent, competent and logically stated answers; demonstration by students of knowledge in the volume of the passed program and additionally recommended literature; reproduction of educational material with the required degree of accuracy.

"75-84%" presence of minor errors, confidently corrected by the student after additional and leading questions; demonstration of knowledge by students in the amount of the program completed; clear presentation of educational material.

"60-74%" the presence of insignificant errors in the response, not corrected by students; demonstration to learners of not enough complete knowledge of the program completed; not structured, not harmonious presentation of educational material in response.

"Less than 60%" not knowing the material of the topic or section; serious errors occur during the response.

<b>Course Technology Map</b>					
<b>Specialty: «General Medicine» Discipline: Pediatrics; Year 5, Semester 9,</b>					
<b>Credit units (CU) - 5 , reporting form – pass.</b>					
<b>Title of module according to WPD</b>	<b>Type of control</b>	<b>Form of control</b>	<b>Minimal credit points</b>	<b>Maximum credit points</b>	<b>Week of control</b>
<b>9 Semester</b>					
<b>Part 1</b>					
Periods of childhood. Physical and psychomotor development of children. Anatomical and physiological features of skin, subcutaneous.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	2/10
	Midterm examination	Situational tasks.	2	5	
<b>Part 2</b>					
Anatomical and physiological features of respiratory, cardiovascular.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	3/11
	Midterm examination	Situational tasks.	2	5	
<b>Part 3</b>					
Anatomical and physiological features of hematopoietic, urinary systems.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	4/12
	Midterm examination	Situational tasks.	2	5	
<b>Part 4</b>					
Anatomical and physiological features of digestive systems. Feeding.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	6/14
	Midterm examination	Presentation of Student Papers.	2	5	
<b>Part 5</b>					
Neonatology. Outpatient pediatrics.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	8/16
	Midterm examination	Presentation of Student Papers.	2	5	
<b>Total</b>			<b>40</b>	<b>70</b>	
<b>Midpoint assessment</b>		<b>Theoretical task</b> <b>Situational task</b> <b>Practical skills.</b>	20	30	9/17
<b>Semester Assessment Rating for the Discipline:</b>			<b>60</b>	<b>100</b>	

<b>Course Technology Map</b>					
<b>Specialty: «General Medicine» Discipline: Pediatrics; Year 5, Semester 10,</b>					
<b>Credit units (CU) - 5 , reporting form – pass.</b>					
<b>Title of module according to WPD</b>	<b>Type of control</b>	<b>Form of control</b>	<b>Minimal credit points</b>	<b>Maximum credit points</b>	<b>Week of control</b>
<b>10 semester</b>					
<b>Part 6</b>					
Periods of childhood. Physical and psychomotor development of children. Anatomical and physiological features of skin, subcutaneous.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	24/35
	Midterm examination	Situational tasks.	2	5	
<b>Part 7</b>					
Anatomical and physiological features of respiratory, cardiovascular.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	26/37
	Midterm examination	Patient medical record.	2	5	
<b>Part 8</b>					
Anatomical and physiological features of hematopoietic, urinary systems.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	27/38
	Midterm examination	Situational tasks. Hemodynamics.	2	5	
<b>Part 9</b>					
Anatomical and physiological features of digestive systems. Feeding.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	29/40
	Midterm examination	Test. Situational tasks.	2	5	
<b>Part 10</b>					
Neonatology. Outpatient pediatrics.	Formative assessment	Frontal survey, test, practical skills, attendance (for each missed and unresponded class 1 point is removed).	6	9	31/42
	Midterm examination	Presentation of Student Papers.	2	5	
<b>Total</b>			40	70	
<b>Midpoint assessment (Exam)</b>		<b>Theoretical task</b>	20	30	32/43
		<b>Situational task</b>			
		<b>Practical skills.</b>			
<b>Semester Assessment Rating for the Discipline:</b>			<b>60</b>	<b>100</b>	

