

SYLLABUS

1. General information on the course

Full course name	Pediatric Infectious Diseases
Full official name of a higher education institution	Sumy State University
Full name of a structural unit	Academic and Research Medical Institute. Кафедра педіатрії
Author(s)	Vasylieva Olena Hennadiivna
Cycle/higher education level	The Second Level Of Higher Education, National Qualifications Framework Of Ukraine – The 7th Level, QF-LLL – The 7th Level, FQ-EHEA – The Second Cycle
Semester	2 weeks across 11 semester
Workload	2.50 ECTS, 75 hours. For full-time course 40 hours are working hours with the lecturer (40 hours of seminars), 35 hours of the individual study.
Language(s)	English

2. Place in the study programme

Relation to curriculum	Compulsory course available for study programme "Medicine"
Prerequisites	Krok-1, Required knowledge of: Latin and medical terminology, - medical biology, - biological and bioorganic chemistry - medical informatics, - pharmacology, - physiology, - pathophysiology, - immunology, - microbiology, virology and immunology, - epidemiology, - social hygiene with the organization of protection health - pediatrics with pediatric infectious diseases - infectious diseases - neurology.
Additional requirements	There are no specific requirements
Restrictions	There are no specific restrictions

3. Aims of the course

The aim of the discipline is to achieve students' modern knowledge and professional skills in pediatric infectious diseases based on knowledge of differential diagnosis the most common infectious diseases in children and the ability to diagnose and provide intensive care for emergencies in children caused by infectious diseases adherence to the principles of medical ethics and deontology.

4. Contents

Module 1. Differential diagnosis of infectious diseases with exanthema, children's respiratory infections and neuroinfections in children. Emergency conditions in children's respiratory infectious diseases and neuroinfections.

Topic 1 Differential diagnosis of infections with exanthema syndrome in children.

Leading clinical symptoms and variants of the course of infections with exanthema syndrome (measles, rubella, chicken pox, scarlet fever, pseudotuberculosis). Differential diagnosis of exanthema syndrome in various infectious and non-infectious diseases. Patient management tactics, organization of anti-epidemic measures in the focus of infection in diseases with exanthema syndrome.

Topic 2 Differential diagnosis of children's respiratory infections.

Leading clinical symptoms and variants of the course of children's respiratory infections (diphtheria, infectious mononucleosis, mumps infection, whooping cough). Differential diagnosis of various forms of children's respiratory infections. Differential diagnosis of angina and croup syndromes in various infectious and non-infectious diseases.

Topic 3 Emergency conditions in children's respiratory infections.

Features of the course of the apneic form of whooping cough in children. Tactics of managing a patient with whooping cough in order to prevent apnea. Emergency care for respiratory arrest in patients with whooping cough. Organization of anti-epidemic measures in the focus of infection for children's respiratory infections.

Topic 4 Differential diagnosis of neuroinfections in children.

Leading clinical symptoms and variants of the course of meningococcal infection. Differential diagnosis of meningococemia with diseases accompanied by hemorrhagic rash (hemorrhagic vasculitis, thrombocytopenic purpura, etc.). Leading clinical symptoms of bacterial and viral meningitis, their complications and differential diagnosis. Clinical and laboratory characteristics of primary and secondary encephalitis, their complications and differential diagnosis. Tactics of management of patients with meningitis and encephalitis.

Topic 5 Emergency conditions with neuroinfections in children.

Diagnosis and treatment. The leading clinical symptoms of infectious toxic shock (ITS) in meningococcal infection and brain edema (Swelling of the brain) in neuroinfections in children. Tactics of patient management and emergency care for ITSH and brain edema.

Module 2. Differential diagnosis of acute intestinal infections (AII) and viral hepatitis (VH) in children. Emergency conditions in AII and VH.

Topic 6 Differential diagnosis of AII in children.

Leading clinical symptoms and syndromes of AII: local (gastritis, enteritis, colitis) and general (toxicosis, exicosis, neurotoxicosis, toxicosis-septic state). Clinical variants of the course of shigellosis, salmonellosis, escherichia, intestinal yersiniosis, viral diarrhea in children of different ages. Differential diagnosis of AII between itself and diseases of the gastrointestinal tract of non-infectious origin. Tactics of managing children with AII (examination, indications for hospitalization, treatment). Anti-epidemic measures in the focus of infection.

<p>Topic 7 Emergency conditions with AII in children.</p> <p>Diagnosis and treatment. Leading clinical symptoms of toxic-exycosis and neurotoxicosis in AII in children. Data of laboratory and instrumental studies in toxic-exicosis and neurotoxicosis syndromes. Tactics of a general practitioner in the diagnosis of emergency conditions with AII in children, providing emergency care.</p>
<p>Topic 8 Differential diagnosis of viral hepatitis in children.</p> <p>Leading clinical symptoms, data of laboratory and instrumental studies in different clinical variants and depending on the causative agent of hepatitis. Differential diagnosis of typical and atypical forms of hypertension in children. Tactics of managing a patient with viral hepatitis. Anti-epidemic measures in the focus of infection.</p>
<p>Topic 9 Emergency conditions with viral hepatitis (VH) in children.</p> <p>Leading clinical symptoms of acute liver failure with VH in children. Indicators of laboratory and instrumental studies in assessing the degree of severity and prognosis of the course of VH with acute liver failure syndrome. Tactics of management of a patient with hypertension with acute liver failure syndrome. Providing emergency care.</p>
<p>Module 3. Differential diagnosis and emergency conditions in children with influenza and acute respiratory viral infection. Immunoprophylaxis of infectious diseases in children.</p>
<p>Topic 10 Differential diagnosis of influenza and SARS in children.</p> <p>Leading clinical symptoms of influenza and SARS in children. Differential diagnosis of influenza, parainfluenza, adenovirus, respiratory syncytial (RS), rhinovirus, coronavirus infection, etc. Pandemic influenza, its epidemiological and clinical-pathogenetic features.</p>
<p>Topic 11 Emergency conditions during influenza and SARS in children.</p> <p>Leading clinical symptoms of emergency conditions observed during influenza and SARS (hyperthermic syndrome and syndrome of acute stenotic laryngotracheitis). Tactics of managing patients with influenza and SARS. Emergency care in emergency situations. Prevention of influenza and SARS in children.</p>
<p>Topic 12 Immunoprophylaxis of infectious diseases in children.</p> <p>Calendar of preventive vaccinations. Vaccination by age. Recommended vaccinations. Vaccination according to the state of health. Contraindications to vaccination. Post-vaccination reactions and complications, their diagnosis and treatment. Anaphylactic shock, diagnosis and emergency care.</p>
<p>Topic 13 Performance of practical skills and manipulations.</p> <p>Performance of practical skills and manipulations - interpretation of analyses, provision of emergency aid in critical situations.</p>
<p>Topic 14 Differential assessment.</p> <p>Testing, survey, solving a clinical case.</p>

5. Intended learning outcomes of the course

After successful study of the course, the student will be able to:

LO1	To acquire the skills of interviewing and clinical examination of children of different age groups with infectious pathology.
LO2	Be able to determine the necessary list of laboratory and instrumental studies for the detection of childhood infectious diseases and evaluate their results.
LO3	Establish a preliminary and clinical diagnosis of infectious diseases in children.
LO4	To be able to determine the necessary mode of work and rest in the treatment of infectious diseases in children.
LO5	Be able to determine the nature of nutrition in the treatment of infectious diseases in children.
LO6	Be able to determine the principles and nature of treatment of childhood infectious diseases.
LO7	Be able to diagnose emergency conditions in children.
LO8	Determine the tactics of providing emergency medical care to children of different ages.
LO9	Have the skills to provide emergency medical care to children.
LO10	Have the ability to carry out treatment and evacuation measures for infectious diseases in children.
LO11	Be able to carry out sanitary and hygienic and preventive measures to prevent the spread of children's infectious diseases.
LO12	Plan and carry out preventive and anti-epidemic measures regarding infectious diseases in children.
LO13	To be able to determine the management tactics of children subject to dispensary supervision.
LO14	To be able to conduct examinations of working capacity in children.
LO15	Have the ability to maintain medical documentation.
LO16	Have the ability to conduct epidemiological and medical-statistical research on the health of children; processing of state, social, economic and medical information.
LO17	To be able to assess the influence of the environment, socio-economic and biological determinants on the state of health of the child, family, population.

6. Role of the course in the achievement of programme learning outcomes

Programme learning outcomes achieved by the course.

For 222 Medicine:

PO1	Skills in surveying and clinical examination of a patient. Collect patient's complaint data, medical history, history of life (including occupational history) at a healthcare institution, its subdivision, or at patient's home, by means of a standard survey.
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PO2	Ability to determine the required set of laboratory and instrumental studies and to evaluate their results. Evaluate information about diagnosis at a healthcare institution or its subdivision by means of a standard procedure using knowledge about a human, his organs and systems, based on the results of laboratory and instrumental studies.
PO3	Distinguish and register the leading clinical symptom or syndrome by making a reasonable decision, using the data of patient's history and physical examination, knowledge about a human, his organs and systems, and observing the relevant ethical and legal norms. Establish the most probable or syndromic diagnosis. Order laboratory and/or instrumental studies. Establish a differential diagnosis of diseases. Establish a provisional clinical diagnosis of diseases.
PO4	Determine the necessary mode of work and rest in the treatment course at a healthcare institution, at patient's home and during medical evacuation (including in the field), based on the provisional clinical diagnosis, using knowledge about a human, his organs and systems, observing the relevant ethical and legal norms, by making a reasonable decision according to existing algorithms and standard procedures.
PO5	Determine the necessary diet in the treatment course of diseases at a healthcare institution, at patient's home and during medical evacuation (including in the field), based on the provisional clinical diagnosis, using knowledge about a human, his organs and systems and observing the relevant ethical and legal norms, by making a reasonable decision according to existing algorithms and standard procedures.
PO6	Determine the treatment mode (conservative, operative) for diseases at a healthcare institution, at patient's home and during medical evacuation (including in the field), based on the provisional clinical diagnosis, using knowledge about a human, his organs and systems and observing the relevant ethical and legal norms, by making a reasonable decision according to existing algorithms and standard procedures. Determine the treatment approach for diseases.
PO7	Establish a diagnosis by making a reasonable decision based on evaluation of the person's state, using standard methods of physical examination and possible history data, the knowledge about a human, his organs and systems, and observing the relevant ethical and legal norms under any circumstances (at home, in the street, at a healthcare facility), including under emergency and military operation conditions, in the field, with a lack of information and limited time.
PO8	Determine the appropriate approach in emergency medical care case under any circumstances, using the knowledge about a human, his organs and systems and observing the relevant ethical and legal norms, by making a reasonable decision based on the medical emergency diagnosis using standard schemes under limited time conditions.
PO9	Provide emergency medical assistance under any circumstances, using the knowledge about a human, his organs and systems and observing the relevant ethical and legal norms, by making a reasonable decision based on the medical emergency diagnosis using standard schemes under limited time conditions.

PO11	Perform medical procedures at a medical facility, at home or at work by making a reasonable decision on the basis of a provisional clinical diagnosis and/or health parameters using the knowledge about a human, his organs and systems and observing the relevant ethical and legal norms.
PO13	Perform the following by making a reasonable decision at a healthcare institution, its subdivision, or in the workplace, using a generalized procedure for health assessment, knowledge about a human, his organs and systems, observing the relevant ethical and legal norms in the envisaged cohorts: form groups of dispensary patients; form groups of healthy people subject for regular medical checkup. Implement a system of preventive and disease control efforts. Implement a system of primary prevention. Organize secondary and tertiary prevention in the envisaged cohorts, using a generalized procedure for health assessment.
PO14	Ability to plan and conduct preventive and disease control measures for infectious diseases. Plan measures to prevent infectious diseases at a healthcare facility or its subdivision based on the results of epidemiological analysis and epidemiological studies in outbreak areas of infectious diseases, using existing preventive and anti-epidemic methods. Distinguish risk groups, risk areas, risk time, and risk factors at a healthcare facility or its subdivision using statistical and laboratory methods and carry out an epidemiological analysis of infectious morbidity in population.
PO15	Ability to manage the patients who are subj to dispensary monitoring. Define the examination and secondary prevention in the patients who are subject to regular medical checkup; define the approach to examination and primary prevention in healthy people who are subject to regular medical checkup; determine and prescribe the necessary food for infants.
PO16	Ability to perform disability examination. Detect disability and determine the degree of daily activity limitation, disability type, severity and duration as well as to maintain relevant documents at a healthcare institution on the basis of the data on disease course and professional activity of the person.
PO17	Ability to maintain medical records. Perform the following at a healthcare institution or its subdivision: prepare annual reports on personal work activity using official accounting documents, in a generalized form; maintain medical records related to patients and cohorts, using standard technique based on regulations.
PO18	Ability to conduct epidemiological and medical-statistical research of public health; ability to process governmental, social, economic, and medical information.
PO19	Ability to assess the influence of environment, socio-economic and biological determinants on the health of a person, family, or population. Perform morbidity analysis of population by distinguishing risk groups, risk areas, risk time, and risk factors at a healthcare facility or its subdivision using statistical and laboratory methods. Assess the influence of socio-economic and biological determinants on the health of an individual, family, or population within the assigned district according to standard methods of descriptive, analytical epidemiological and medical-statistical studies.

7. Soft Skills

SS1	Ability to abstract thinking, analysis and synthesis.
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SS2	Ability to learn and master modern knowledge.
SS3	Ability to apply knowledge in practice.
SS4	Knowledge and understanding of the subject area and professional activity comprehension.
SS5	Ability to adapt and act in a new situation.
SS6	Ability to make reasoned decisions.
SS7	Ability to work as a team member.
SS8	Interpersonal skills.
SS9	Skills in information and communication technologies.
SS10	Determination and persistence on the tasks and commitments undertaken.

8. Teaching and learning activities

<p>Topic 1. Differential diagnosis of infections with exanthema syndrome in children.</p> <p>pr.tr.1 "Differential diagnosis of infections with exanthema syndrome in children." (full-time course)</p> <p>Leading clinical symptoms and options for the course of infections with exanthema syndrome (measles, rubella, chicken pox, scarlet fever, pseudotuberculosis). Differential diagnosis of exanthema syndrome in various infectious and non-infectious diseases.</p>
<p>pr.tr.2 "Differential diagnosis of infections with exanthema syndrome in children." (full-time course)</p> <p>Patient management tactics, organization of anti-epidemic measures in the focus of infection in diseases with exanthema syndrome. Analysis of clinical cases on these issues.</p>
<p>Topic 2. Differential diagnosis of children's respiratory infections.</p> <p>pr.tr.3 "Differential diagnosis of children's respiratory infections." (full-time course)</p> <p>Leading clinical symptoms and variants of the course of children's respiratory infections (diphtheria, infectious mononucleosis, mumps infection, whooping cough). Differential diagnosis of various forms of children's respiratory infections. Differential diagnosis of angina and croup syndromes in various infectious and non-infectious diseases.</p>
<p>Topic 3. Emergency conditions in children's respiratory infections.</p> <p>pr.tr.4 "Emergency conditions in children's respiratory infections." (full-time course)</p> <p>Features of the course of the apneic form of whooping cough in children. Tactics of managing a patient with whooping cough in order to prevent apnea. Emergency care for respiratory arrest in patients with whooping cough. Emergency care for diphtheritic croup in children. Organization of anti-epidemic measures in the focus of infection for children's respiratory infections.</p>
<p>Topic 4. Differential diagnosis of neuroinfections in children.</p>

pr.tr.5 "Differential diagnosis of neuroinfections in children." (full-time course)

Leading clinical symptoms and variants of the course of meningococcal infection. Differential diagnosis of meningococemia with diseases accompanied by hemorrhagic rash (hemorrhagic vasculitis, thrombocytopenic purpura, etc.). Tactics of managing patients with meningococcal infection at pre-hospital and hospital stages.

pr.tr.6 "Differential diagnosis of neuroinfections in children." (full-time course)

Leading clinical symptoms of bacterial and viral meningitis, their complications and differential diagnosis. Clinical and laboratory characteristics of primary and secondary encephalitis, their complications and differential diagnosis. Tactics of management of patients with meningitis and encephalitis.

Topic 5. Emergency conditions with neuroinfections in children.

pr.tr.7 "Emergency conditions in neuroinfections in children." (full-time course)

Diagnosis and treatment. Leading clinical symptoms of infectious-toxic shock (ITS) in meningococcal infection in children. Patient management tactics and emergency care in ITS.

pr.tr.8 "Emergencies in neuroinfections in children." (full-time course)

Diagnosis and treatment. The leading clinical symptoms of brain edema are swelling of the brain in neuroinfections in children. Neurotoxicosis. Tactics of patient management and emergency care for brain edema.

Topic 6. Differential diagnosis of AII in children.

pr.tr.9 "Differential diagnosis of AII in children." (full-time course)

Leading clinical symptoms and syndromes of AII: local (gastritis, enteritis, colitis) and general (toxicosis, exicosis, neurotoxicosis, toxicoseptic state). Clinical variants of the course of shigellosis, salmonellosis, escherichia, intestinal yersiniosis, viral diarrhea in children of various ages.

pr.tr.10 "Differential diagnosis of AII in children." (full-time course)

Differential diagnosis of AII between itself and with diseases of the gastrointestinal tract of non-infectious origin. Tactics of managing children with AII (examination, indications for hospitalization, treatment). Anti-epidemic measures in the focus of infection.

Topic 7. Emergency conditions with AII in children.

pr.tr.11 "Emergency conditions with AII in children." (full-time course)

Diagnosis and treatment. Leading clinical symptoms of toxic-exycosis and neurotoxicosis in AII in children. Data of laboratory and instrumental studies in toxic-exicosis and neurotoxicosis syndromes.

pr.tr.12 "Emergency conditions with AII in children." (full-time course)

Possible complications of AII in children, their diagnosis and treatment. Tactics of a pediatrician in the diagnosis of emergency conditions with AII in children, providing emergency care for various degrees of ecchymosis.

<p>Topic 8. Differential diagnosis of viral hepatitis in children.</p>
<p>pr.tr.13 "Differential diagnosis of viral hepatitis in children." (full-time course)</p> <p>Leading clinical symptoms, data of laboratory and instrumental studies in different clinical variants and depending on the causative agent of VH. Differential diagnosis of typical and atypical forms of hypertension in children. Tactics of managing a patient with viral hepatitis. Anti-epidemic measures in the focus of infection.</p>
<p>Topic 9. Emergency conditions with viral hepatitis (VH) in children.</p>
<p>pr.tr.14 "Emergency conditions with viral hepatitis (VH) in children." (full-time course)</p> <p>Leading clinical symptoms of acute liver failure in children with hypertension. Indicators of laboratory and instrumental studies in assessing the degree of severity and prognosis of the course of VH with acute liver failure syndrome. Tactics of management of a patient with hypertension with acute liver failure syndrome. Providing emergency care.</p>
<p>Topic 10. Differential diagnosis of influenza and SARS in children.</p>
<p>pr.tr.15 "Differential diagnosis of influenza and SARS in children." (full-time course)</p> <p>Leading clinical symptoms of influenza and SARS in children. Differential diagnosis of influenza, parainfluenza, adenovirus, respiratory syncytial (RS), rhinovirus, coronavirus infection, etc. Pandemic influenza, its epidemiological and clinical-pathogenetic features.</p>
<p>Topic 11. Emergency conditions during influenza and SARS in children.</p>
<p>pr.tr.16 "Emergency conditions during influenza and SARS in children." (full-time course)</p> <p>The leading clinical symptoms of emergency conditions observed in influenza and ARVI (hyperthermic syndrome and acute stenotic laryngotracheitis syndrome). Tactics of managing patients with influenza and SARS. Emergency care in emergency situations. Prevention of influenza and SARS in children.</p>
<p>Topic 12. Immunoprophylaxis of infectious diseases in children.</p>
<p>pr.tr.17 "Immunoprophylaxis of infectious diseases in children." (full-time course)</p> <p>Calendar of preventive vaccinations. Vaccination by age. Recommended vaccinations. Vaccination according to the state of health.</p>
<p>pr.tr.18 "Immunoprophylaxis of infectious diseases in children." (full-time course)</p> <p>Contraindications to vaccination. Post-vaccination reactions and complications, their diagnosis and treatment. Anaphylactic shock, diagnosis and emergency care.</p>
<p>Topic 13. Performance of practical skills and manipulations.</p>
<p>pr.tr.19 "Performance of practical skills and manipulations." (full-time course)</p> <p>Implementation of practical skills and manipulations - solving a case, interpreting analyses, providing emergency aid in critical situations.</p>
<p>Topic 14. Differential assessment.</p>

pr.tr.20 "Differential assessment: practice-oriented differential assessment." (full-time course)
Testing, surveying and solving a clinical case.

9. Teaching methods

9.1 Teaching methods

Course involves learning through:

TM1	Case-based learning
TM2	Team Based Learning
TM3	Research Based Learning
TM4	Practical training
TM5	Self-study
TM6	Electronic learning

The discipline is taught using modern teaching methods (CBL, RBL, TBL), which contribute not only to the development of professional abilities, but also stimulate creative thinking.

Acquisition of soft skills by students is carried out during the entire period of studying the discipline. The ability for analytical and critical thinking, teamwork, perseverance is formed during team-, practice- and case-oriented training, knowledge and understanding of the subject area is acquired during self-study. E-learning stimulates the ability to use the latest information technologies. Research-based learning encourages the development of certainty and persistence in tasks and responsibilities.

9.2 Learning activities

LA1	Performance of individual calculation and analytical tasks.
LA2	Performing a group practical task.
LA3	Electronic learning in systems (the list is specified by the teacher, for example, Google Classroom, Zoom and in the format of the YouTube channel)
LA4	Preparation for Krok-2
LA5	Working with textbooks and relevant information sources.
LA6	Analysis of clinical cases.
LA7	Participation in discussion (group and pair).
LA8	Self-study.
LA9	Interpretation of laboratory (clinical blood analysis, clinical urinalysis, biochemical blood analysis, immunological studies, microbiological studies, etc.) and instrumental examination methods (x-ray, CT, MRI, EFGDS, colonoscopy, ultrasound, ECG, bronchoscopy, etc.) examination methods.
LA10	Practicing practical skills in the simulation center.

10. Methods and criteria for assessment

10.1. Assessment criteria

Definition	National scale	Rating scale
Outstanding performance without errors	5 (Excellent)	$170 \leq RD \leq 200$
Above the average standard but with minor errors	4 (Good)	$140 \leq RD < 169$
Fair but with significant shortcomings	3 (Satisfactory)	$120 \leq RD < 139$
Fail – some more work required before the credit can be awarded	2 (Fail)	$0 \leq RD < 119$

10.2 Formative assessment

	Description	Deadline, weeks	Feedback
FA1 Tests (automated tests) for monitoring the educational achievements of students.	A method of effectively checking the level of assimilation of knowledge, abilities and skills from each subject of an educational discipline. Testing allows you to check the assimilation of the educational material from each topic.	During the entire period of studying the discipline.	The student must provide 60% of the correct answers, which is an admission to the practical part of the lesson.
FA2 Instructions of the teacher in the process of performing practical tasks.	The instructions reveal the methods of pedagogical control over the professional activities of the applicants. Efficiency is determined by compliance with all stages of practical tasks. The effectiveness of the formation of the necessary practical abilities and skills depends on the level of formation of practical competence.	During the entire period of study of the discipline.	Counseling of students in working with a standardized patient, direct and indirect observation of the work of the acquirers "at the bedside" of the patient with further determination of the level of practical training.
FA3 Peer assessment.	Partnership interaction aimed at improving the results of educational activities by comparing one's own current level of success with previous indicators. Provides an opportunity to analyze one's own educational activities.	During the entire period of studying the discipline.	Correction of approaches to learning together with the students, taking into account the results of the evaluation.

<p>FA4 The survey and oral comments of the teacher.</p>	<p>Based on its results provide an opportunity to reveal the state of the students' learning experience in accordance with the set goals, to find out the prerequisites for the state of formation of the obtained results, the causes of difficulties, to adjust the learning process, to track the dynamics of the formation of learning results and to forecast their development.</p>	<p>During the entire period of study of the discipline.</p>	<p>According to the received data on the results of study, based on their analysis, it is proposed to determine the assessment as an indicator of the achievements of the educational activities of students.</p>
<p>FA5 Counseling of the teacher during the preparation of an individual research project (speech at a conference, competition of scientific works).</p>	<p>An important factor in the formation of professional qualities of future specialists is the research work of students. Involvement of the latter in research activities contributes to the formation of their scientific worldview, industriousness, work capacity, initiative, etc.</p>	<p>During the entire period of studying the discipline.</p>	<p>Teacher's oral comments. The student is given additional incentive points (from 5 to 10), depending on the type of research project.</p>
<p>FA6 Solving clinical cases.</p>	<p>The case method makes it possible to reveal and form the qualities and abilities of medical students necessary for further work, forms clinical thinking, analytical abilities, independence in decision-making, communication, skills for working with a sufficiently large amount of information.</p>	<p>During the entire period of studying the discipline.</p>	<p>Assessment of the student's ability to think clinically, justify their decisions, clearly express their opinions, determine the level of theoretical training, which is reflected in the corresponding assessment.</p>

FA7 Execution of a group case.	The method makes it possible to involve all participants in the process of discussion and justification of one's own opinion through multilateral communication, to develop the ability to conduct a professional discussion, to cultivate respect for colleagues and the ability to generate alternative ideas and proposals.	During the entire period of studying the discipline.	Assessment of the student's ability to work in a team, ability to justify their decisions, determination of the level of theoretical training, which is reflected in the corresponding assessment.
FA8 Evaluation of the interpretation of laboratory and instrumental examination methods.	The student must interpret the results of laboratory and instrumental examination methods, identify the leading clinical syndrome or pathological condition.	During the entire period of studying the discipline.	Held at each class, the result of performing the LA affects the comprehensive assessment for the practical class.
FA9 Objective Structured Clinical Examination (OSCE).	The student must prove his ability to examine the patient, make the correct diagnosis, prescribe and carry out treatment, taking into account the individual characteristics of the patient and observing the basic principles of ethics and deontology.	During the entire period of studying the discipline.	Held at each class, the result of performing the LA affects the comprehensive assessment for the practical class

10.3 Summative assessment

	Description	Deadline, weeks	Feedback
SA1 Final modular control: differential assessment (in accordance with the regulations).	Compilation of differential calculation. Applicants who have successfully mastered the material of the discipline and developed practical skills are allowed to take the test.	According to the schedule.	The applicant can receive 80 points for the credit. The minimum number of points a student must receive is 48 points.

SA2 Assessment of the level of theoretical training.	Forms the skills of independent activity in students, prompts them to strive for exploratory knowledge. Stimulates students to work with the necessary literature, transfers the learning process from the level of passive absorption of information to the level of its active transformation.	During the entire period of studying the discipline.	At each lesson, the result of the LA performance affects the comprehensive assessment for the practical lesson
SA3 Performance of practical skills and manipulations.	Comprehensive practice of the practical component of academic programs in a safe simulation environment for students. Provides an opportunity to learn skills from a variety of emergency situations.	According to the calendar and thematic plan.	It is mandatory for admission to the final modular control. The maximum number of points is 30, the minimum is 18.

Form of assessment:

	Points	Minimum points	Можливість перескладання з метою підвищення оцінки
11 semester	200 scores		
SA1. Final modular control: differential assessment (in accordance with the regulations).	80		
Testing (20x1), Theoretical questions (2x30)	80	48	No
SA2. Assessment of the level of theoretical training.	110		
Oral interview, performance of a group case, clinical case, assessment, objective structured clinical examination, interpretation of laboratory and instrumental examination results.	110	72	No
SA3. Performance of practical skills and manipulations.	10		
	10	6	No

When learning the materials of the module, the student is awarded a maximum of 5 points for each practical session (the grade is given in the traditional 4-point grading system). At the end of the training course, the arithmetic average of the student's performance is calculated. The maximum number of points that a student can receive in practical classes during the academic year is 110. The number of points of a student is calculated using the formula of multiplying by the arithmetic average and dividing by 5. A mandatory condition for admission of differentiated credit is the successful completion of the list of practical skills in the penultimate lesson of the discipline. The maximum number of points that a student can receive is 10 points, the minimum is 6 points. The maximum number of points for the current educational activity of the student is 120. The student is admitted to the differential credit provided that the requirements of the educational program are met

and if he has scored at least 72 points for the current educational activity. Differential assessment is carried out according to the schedule of the last lesson. A grade for differential credit is issued in the traditional 4-point rating system with further conversion into points, while rating "5" corresponds to 80 points, "4" - 64 points, "3" - 48 points, "2" - 0 points. Differential credit is given to a student if he scored at least 48 out of 80 points. Incentive points are added to the evaluation of the discipline for the implementation of an individual research project (defense of student work 10 points, presentation at a conference, poster presentation at a conference, theses of reports - 5 points). The total score for the discipline cannot exceed 200 points. The possibility of re-crediting the points obtained under the system of non-formal education is provided in accordance with the Regulations.

11. Learning resources

11.1 Material and technical support

MTS1	Information and communication systems
MTS2	Library funds, archive of results of laboratory methods (clinical analysis of blood, urine, coprological studies, biochemical blood analysis, clinical analysis of cerebrospinal fluid, bacteriological, virological, immunological studies, etc.).
MTS3	Computers, computer systems and networks.
MTS4	Medical buildings/premises and equipment (clinics, hospitals, etc.) - KNP SCC "City Children's Clinical Hospital St.Zinaida"
MTS5	Multimedia, video and sound reproduction, projection equipment (video cameras, projectors, screens, smartboards, etc.).
MTS6	Software (to support distance learning, Internet surveys, virtual laboratories, virtual patients, to create computer graphics, modeling, etc., etc.).
MTS7	Telecommunication networks
MTS8	Medical equipment (scales, spatula, tonometer, thermometer, phonendoscope, etc.)

11.2 Information and methodical support

Essential Reading	
1	Manual of Children's Infectious Diseases [Текст] = Дитячі інфекційні хвороби : навч. посіб. / О. Ye. Fedortsiv, I. L. Horishna, H. A. Pavlyshyn, I. M. Horishnyi. — Vinnitsia : Nova Knyha, 2020. — 440 p.
2	Pediatric Infectious Diseases [Текст] : textbook / S. O. Kramarev, O. B. Nadraga, L. V. Pipa etc. — 4-th edition. — Kyiv : AUS Medicine Publishing, 2020. — 240 p. + Гриф МОЗ.
3	Red Book 2021: Report of the Committee on Infectious Diseases (Red Атлас дитячих інфекційних хвороб. Червона книга [Текст] = Red Book. Atlas of Pediatric Infectious Diseases : пер. 3-го англ. вид. : двомов. вид. / ред. К. Дж. Бейкер ; пер. з англ. Л. В. Закордонець. — Київ : Медицина, 2019. — 734 с.
Supplemental Reading	

1	Methodological instructions for practical lessons “Viral hepatitis” / Smiyan O. I., Bynda T. P., Smiian K. O. - Sumy : Sumy State University, 2021. 81 c.
2	Methodological instructions for practical lessons "Diphtheria" / Smiyan O. I. , Bynda T. P., Vasilyeva O. G., Smiian K. O.- Sumy : Sumy State University, 2020, 82 c.
3	Methodological instructions for practical lessons "Pertussis" / Smiyan O. I., Bynda T. P., Smiian K. O., Vasilyeva O. G.- Sumy : Sumy State University, 2020. 57 c.
4	Methodological instructions for practical lessons "Scarlet fever" on the discipline "Childhood infections" [Текст] : in accordance with the conditions of the Bologna process for students of specialty 222 "Medicine" of full-time training / O. I. Smiyan, T. P. Bynda, K. O. Smiian-Horbunova, O. G. Vasilyeva. — Sumy : Sumy State University, 2019. — 54 p.
5	Methodological instructions for practical lessons "Rubella" on the discipline "Childhood infections" [Текст] : in accordance with the conditions of the Bologna process for students of specialty 222 "Medicine" of full-time training / O. I. Smiyan, T. P. Bynda, K. O. Smiian-Horbunova. — Sumy : Sumy State University, 2018. — 53 p.
6	Infectious diseases and epidemiology: textbook / V. I. Pokrovsky, N. I. Briko, B. K. Danilkin. - 3rd ed., Rev. and add. - M. : GEOTAR-Media, 2016. -- 1008 p.
7	Infectious diseases [Текст] : textbook / O. A. Holubovska, M. A. Andreichyn, A. V. Shkurba etc. ; edit. O.A. Holubovska. — K. : AUS Medicine Publishing, 2018. — 664 p. + Гриф МОН; Гриф МОЗ.
8	Recombinant Antibodies for Infectious Diseases [Електронний ресурс] / edited by Theam Soon Lim. — 1st ed. 2017. — Cham : Springer International Publishing, 2017. — XVIII, 296 p. 26 illus., 22 illus. in color.
9	Children infectious diseases. Methodical instructions for practical lessons. "Poliomyelitis" [Електронний ресурс] : for students specialty 7.110101 of full-time studying / O. I. Smiyan, T. P. Bynda, O. G. Vasilyeva. — Електронне видання каф. педіатрії післядипломної освіти. — Sumy : Sumy State University, 2015. — 50 p. Details
10	Methodological instructions for practical lessons on the topic “Infectious mononucleosis” on the discipline “Childhood infections” [Електронний ресурс] : for stud. of spec. 222 “Medicine” of full-time training / O. I. Smiyan, T. P. Bynda, K. O. Smiian, O. G. Vasilyeva. — Sumy : Sumy State University, 2023. — 46 p.
Web-based and electronic resources	
1	https://www.who.int/ World Health Organization
2	https://www.ecdc.europa.eu/en European Centre for Disease Prevention and Control
3	https://www.nlm.nih.gov/ U. S. National Library of Medicine
4	https://www.who.int/wer/en/ Weekly Epidemiological Record
5	https://www.cdc.gov/ Centers for Disease Control and Prevention
6	https://pubmed.ncbi.nlm.nih.gov/ PubMed