

NATIONAL BOGOMOLET'S MEDICAL UNIVERSITY

DEPARTMENT OF PEDIATRICS №1

«APPROVED»

Vice-rector for scientific and pedagogical
educational work

PhD in Medicine, prof. Vlasenko O.V.

«29» of August, 2025

WORKING PROGRAM OF EDUCATIONAL DISCIPLINE

“PEDIATRICS INCLUDING MEDICAL PRACTICE (PROFESSIONAL TRAINING) ON
CHILDHOOD DISEASES”

Educational level: second (Master's degree)

Field of knowledge: 22 («Health care»)

Specialty: 222 («Medicine»)

Educational program of the «Medicine»

2025/2026

Working program of the discipline "Pediatrics, including medical practice (professional training) on childhood diseases" according to the educational level II (Mastery), specialty 222 ("Medicine") for students of 4th course studying on medical faculties No. 1, No. 2, No. 4, FTAFU, FTFS.

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Working program is approved on the meeting of the pediatric department № 1 of the National Bogomolets Medical University

Protocol №1 from August 29, 2025

The Head of the pediatric department №1,



PhD, professor

(signature)

V.S. Berezenko

Reapproved:

For 20__/20__ y.s. _____ " __ " 20__ ,protocol №

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Description of educational discipline "Pediatrics, including medical practice (professional training) childhood diseases"

Studying weeks - 2

Parameters	Field of knowledge, direction of preparation, educational and qualification level	Characteristics of the discipline
		Day form of study
Credits number - 4,0	Field of knowledge 22 «Health care» (code and name)	Normative
Number of hours - 120	Educational and qualification level: II (master's)	Lectons – 10 hours
Week hrs for day form of study: ayditory – 30 students independent work – 30		Practical classes - 40 hours Practice – 10 hours
		Laboratory -
		Independent work 60 hrs
		Individualclasses: - Supervision of patients, composition and protection of the case report
		Type of control: Transfer credit

Note: 1 practical class = 4 hrs, 1 class on practice – 2 hrs

Correlation of auditory classes hours to independent and individual work hours makes 50%: 50%.

The work program of the educational discipline "Pediatrics, including industrial medical practice (professional training) childhood diseases" is compiled in accordance with the standard of higher education in the specialty 222 "Medicine" approved by the Order of the Ministry of Education and Culture of Ukraine No. 1197 dated 08.11.2021 ([222-Medytsyna.mahistr.09.11.pdf \(mon.gov.ua\)](#)) and EPP "Medicine".

The subject of study of the educational discipline "Pediatrics, including medical practice (professional training) childhood diseases" is the most common somatic diseases of childhood.

Interdisciplinary connections: according to the curriculum, the study of the academic discipline "Pediatrics, including medical practice (professional training) childhood diseases" is provided in VII-VIII semesters.

Prior to this, the student acquired relevant knowledge of the main basic and clinical disciplines, which are prerequisites of:

- latin language and medical terminology,
- medical biology,
- human anatomy,
- physiology,
- histology, cytology and embryology,
- biological and bioorganic chemistry,
- microbiology, virology and immunology,
- life safety, basics of bioethics and biosafety,

- pathomorphology,
- pathophysiology,
- pharmacology,
- caring for sick children (practice),
- propaedeutics of pediatrics,
- nursing practice,
- radiology.

The corequisites of the academic discipline are:

- internal medicine
- physiology
- urology
- otorhinolaryngology
- dermatology, venerology

In turn, the discipline "Pediatrics, including medical practice (professional training) childhood diseases" forms the basis for the student's further study of the disciplines - post-requisites:

- pediatrics, children's infectious diseases (IX-X semesters),
- pediatrics with children's infectious diseases (XI-XII semester),

which involves integration with these disciplines "vertically" and formation of skills for further training and application in professional activities.

The educational process is organized according to the requirements of the European Credit Transfer and Accumulation System (ECTS)

Purpose, expected learning outcomes and criteria for evaluating learning outcomes

The purpose of teaching the educational discipline "Pediatrics, including medical practice (professional training) childhood diseases" is the acquisition of general and professional competencies to achieve the program results of the most common somatic diseases in children based on knowledge of the age-related anatomical and physiological features of the child's body, human anatomy, normal physiology, histology, cytology and embryology, biological and bioorganic chemistry, microbiology, virology and immunology, pathomorphology, pathophysiology, pharmacology, radiology.

Formation of the future doctor's ability to apply the acquired knowledge, abilities, skills and understanding to solve typical tasks in the field of health care, the scope of which is provided by defined lists of syndromes and symptoms of diseases, emergency conditions and diseases that require special patient management tactics; laboratory and instrumental research, medical manipulations.

According to the requirements of the EPP, the discipline ensures students' acquisition competencies:

- integral:

The ability to solve complex problems, including those of a research and innovation nature in the field of medicine. Ability to continue learning with a high degree of autonomy.

- general:

GC1. Ability to abstract thinking, analysis and synthesis.

GC2. Ability to learn and master modern knowledge.

GC3. Ability to apply knowledge in practical situations.

GC4. Knowledge and understanding of the subject area and understanding of professional activity.

GC5. Ability to adapt and act in a new situation.

GC6. Ability to make informed decisions.

GC7. Ability to work in a team.

GC8. Ability to interpersonal interaction.

GC9. Ability to communicate in a foreign language.

GC10. Ability to use information and communication technologies.

GC11. Ability to search, process and analyze information from various sources.

GC12. Determination and persistence in relation to assigned tasks and assumed responsibilities.

GC13. Awareness of equal opportunities and gender issues.

GC14. The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

GC15. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society and technology, use different types and forms of motor activities for active recreation and leading a healthy lifestyle.

• special (professional, subject):

PC1. Ability to collect medical information about the patient and analyze clinical data.

PC2. Ability to determine the necessary list of laboratory and instrumental studies and evaluate their results.

PC3. Ability to establish a preliminary and clinical diagnosis of the disease.

PC4. The ability to determine the necessary regime of work and rest in the treatment and prevention of diseases.

PC5. The ability to determine the nature of nutrition in the treatment and prevention of diseases.

PC6. Ability to determine the principles and nature of treatment and prevention of diseases.

PC7. Ability to diagnose emergency conditions.

PC8. Ability to determine tactics and provide emergency medical care.

PC10. Ability to perform medical manipulations.

PC13. Ability to carry out sanitary and hygienic and preventive measures.

PC 16. Ability to maintain medical documentation.

PC17. Ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual, family and population.

PC 21. Clear and unambiguous to convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to people who are studying.

PC 24. Compliance with ethical principles when working with patients.

PC 25. Observance of professional and academic integrity.

Learning outcomes:

Integrative final program learning outcomes, the formation of which is facilitated by the educational discipline:

• carry out professional activities in social interaction based on humanistic and ethical principles; to identify future professional activity as socially significant for human health;

- apply knowledge of general and professional disciplines in professional activity;
- comply with the norms of the sanitary and hygienic regime and the requirements of safety equipment when performing professional activities;
- use the results of independent search, analysis and synthesis of information from various sources to solve typical tasks of professional activity;
- argue information for decision-making, bear responsibility for them in standard and non-standard professional situations; adhere to the principles of deontology and ethics in professional activity;
- carry out professional communication in the modern Ukrainian language, use oral communication skills in a foreign language, analyzing specialized texts and translating foreign language information sources;
- observe the norms of communication in professional interaction with colleagues, management, work effectively in a team;
- analyze information obtained as a result of scientific research, generalize, systematize and use it in professional activities.

Program learning outcomes for the discipline

PLO 1. Collect complaints, history of life and illness, assess the psychomotor and physical development of the patient, the state of the organs and systems of the body, based on the results of laboratory and instrumental studies, evaluate information about the diagnosis, taking into account the age of the patient.

PLO 2. Identify the leading clinical symptoms and syndromes according to standard methods, using preliminary patient history data, patient examination data, knowledge about a person, his organs and systems, establish a preliminary clinical diagnosis of the disease.

PLO 3. Prescribe and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) of patients with diseases of organs and body systems

PLO 4. Determine the necessary mode of work, rest and nutrition based on the final clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes.

PLO5. Determine the nature and principles of treatment (conservative, operative) of patients with diseases, taking into account the age of the patient, in the conditions of a health care institution, outside its borders and at the stages of medical evacuation, including in the field, on the basis of a preliminary clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes.

PLO 6. Determine tactics and provide emergency medical care in emergency situations in limited time in accordance with existing clinical protocols and standards of treatment.

PLO 7. To perform medical manipulations in the conditions of a medical institution, at home based on a previous clinical diagnosis and/or indicators of the patient's condition by making a reasoned decision, observing the relevant ethical and legal norms.

PLO 8. Search for the necessary information in the professional literature and databases of other sources, analyze, evaluate and apply this information.

PLO 9. To organize the required level of individual safety (own and the persons they care about) in case of typical dangerous situations in the individual field of activity.

PLO 10. Make effective decisions on health care issues, assess the necessary resources, take into account social, economic and ethical consequences.

PLO 11. It is clear and unambiguous to convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.

PLO 12. Communicate freely in the state language and in English, both orally and in writing to discuss professional activities, research and projects.

The main tasks of studying the discipline "Pediatrics, including medical practice (professional training) on the pediatric diseases" are:

- Acquisition of basic theoretical knowledge on etiology, pathogenesis, clinical manifestations, laboratory-instrumental data of additive methods of examination, treatment, prevention and prognosis of the most common somatic diseases of childhood
- Mastering the basic practical skills and abilities of diagnosis, differential diagnosis, treatment and emergency care for the most common somatic diseases of childhood.
- Formation of students' moral-ethical and deontological qualities during professional communication with a sick child and persons caring for the child, as well as formation of the principles of professional subordination in pediatrics.

PROGRAM OF EDUCATIONAL DISCIPLINE "Pediatrics, including medical practice (professional training) childhood diseases"

Basic course – 120 hrs

Lectures – 10 hrs

Practical classes – 40 hrs

Practice – 10 hrs

Student's independent work (SIW) – 60 hrs.

Topic1. Rickets. Infant tetany. HypervitaminosisD. Definition, classification, etiology, pathogenesis, clinical picture, diagnostics, treatment and prevention of rickets. Definition, classification, etiology, pathogenesis, clinical picture, diagnostics, treatment and prevention of hypervitaminosis D; emergency and prognosis. Definition, classification, clinical picture, treatment and prevention of infant tetany in children.

Topic2. Acute bronchitis and pneumonias in children. Bronchitis: definition, classification, etiology, pathogenesis, clinical picture, diagnostics, differential diagnostics, treatment and prevention of different types of bronchitis. Pneumonias: definition, classification, etiology, contributing factors, pathogenesis, clinical picture, diagnostics, differential diagnostics, treatment and prevention; indications for hospitalization, methods of rehabilitation. Diagnostics and emergency in the respiratory failure in children.

Topic 3: Allergic diseases in children: bronchial asthma, allergic rhinitis, atopic dermatitis. Food allergy. Definition, risk factors and pathophysiological mechanisms of bronchial asthma development, its classification, clinical presentation, diagnostics, treatment and prevention of BA in childhood. Emergency care for a severe asthma attack. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment and prevention of atopic dermatitis in children, prognosis. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment and prevention of allergic rhinitis in children, prognosis. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment and prevention of food allergy in children, prognosis. Clinic and emergency care for allergic reactions (Angioedema, urticaria, Stevens-Johnson syndrome, Lyell's syndrome).

Topic4. The most common congenital heart defects (CHD) in children. Factors, leading in CHD formation. Etiology, pathogenesis, classification, hemodynamics, typical clinical manifestations, laboratory and instrumental methods of examination, differential diagnostics,

treatment tactics and prognosis of different congenital heart defects in children. Blood circulation incompetence: classification, clinical manifestations, basic methods of treatment, terms and basic indications for surgical correction, prognosis, rehabilitation. Secondary prevention of infectious endocarditis.

Topic 5. Inflammatory and non-inflammatory heart diseases in children. Acute rheumatic fever in children.. Carditis in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prognosis. Cardiomyopathies in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prognosis. Acute rheumatic fever in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, primary and secondary prevention, prognosis.

Topic 6. Juvenile idiopathic arthritis (JIA) and reactive arthropathies in children. Juvenile idiopathic arthritis: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, rehabilitation, prognosis. Reactive arthropathies in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prognosis.

Topic7. Functional and organic gastrointestinal diseases in children. Definition, risk factors and pathophysiological mechanisms of development, classification, clinic, diagnosis, treatment and prevention in children, prognosis for: infant colic, functional disorders accompanied by abdominal pain, stomach and duodenal ulcer, inflammatory bowel diseases - Crohn's disease, ulcerative colitis. Secondary prevention of exacerbations. Emergency aid.

Topic 8. Functional and organic hepatobiliary diseases in children. Biliary dysfunction (gallbladder and sphincter of Oddi dysfunction), autoimmune diseases of the liver and biliary ducts (autoimmune hepatitis, primary sclerosing cholangitis, autoimmune sclerosing cholangitis). Clinical manifestations, diagnostics, treatment and prevention of gall bladder and sphincter of Oddi dysfunctions and organic autoimmune diseases of liver and biliary tract.

Topic 9. Urinary tract infections in children. Pyelonephritis in children. Definition, classification of the urinary system infections in children, differential diagnostics of infections of upper and lower urinary tract. Etiology, pathogenesis, clinical picture, diagnostics, treatment, prevention and prognosis of cystitis in children. Pyelonephritis in children: definition, etiology, pathogenesis, classification, clinical manifestations, diagnostics, treatment, prevention and prognosis. Dysmetabolic nephropathies in children: definition, classification, etiology, pathogenesis, clinical picture, diagnostics, treatment, prevention and prognosis.

Topic 10. Glomerulonephritis in children. Chronic renal failure in children. Glomerulonephritis: definition, classification, etiology, pathogenesis, clinical manifestations, diagnostics, treatment, prevention and prognosis. Chronic renal failure: risk factors, etiology, pathogenesis, stages, clinical picture, diagnostics, treatment, prevention and prognosis.

STRUCTURE OF EDUCATIONAL DISCIPLINE

“Pediatrics, including medical practice (professional training) childhood diseases”

№	TOPICS	Total hrs	Lectures	Practical classes	SIW
1.	Rickets. Infanttetany. Hypervitaminosis D	8.0	1.0	4.0	3.0
2.	Acute bronchitis and pneumonia in children	8.0	1.0	4.0	3.0
3.	Allergic diseases in children: bronchial asthma, allergic rhinitis, atopic dermatitis. Food allergy	9.0	1.0	4.0	4.0

4.	The most common congenital heart defects in children	8.0	1.0	4.0	3.0
5.	Inflammatory and non-inflammatory heart diseases in children. Acute rheumatic fever in children.	8.0	1.0	4.0	3.0
6.	Juvenile idiopathic arthritis. Reactive arthropathies in children	8.0		4.0	4.0
7.	Functional and organic gastrointestinal diseases in children	9.0	2.0	4.0	3.0
8.	Functional and organic hepatobiliary diseases in children	9.0	1.0	4.0	4.0
9.	Urinary tract infections in children. Pyelonephritis in children	8.0	1.0	4.0	3.0
10.	Glomerulonephritis and chronic renal failure in children	8.0	1.0	4.0	3.0
	Preparation to composition and composition of educational case report	7.0			7.0
medical practice (professional training) in the pediatric department	Practicing the practical skills of collecting medical information, examination, making a preliminary diagnosis, drawing up a plan for examination and treatment of patients with the most common diseases of childhood. Practicing practical skills and medical manipulations. Rehearsing the tactics of emergency care for acute respiratory failure, heart failure, acute anaphylactic reactions. Filling out the doctor's medical documentation.	30.0		10.0	20.0
TOTAL HOURS			120	10	50

Note: Correlation of auditory hours to independent and individual work makes 50% : 50% (1 : 1).

Topical plan of lectures

№	Topic name	Hours
1	Rickets in children	1.0
2	Acute respiratory infections of upper respiratory tract and acute bronchitis in children	1.0
3	Pneumonias in children	1.0
4	Bronchial asthma in children	1.0
5	The most common congenital heart defects in children	1.0
6	Functional and organic gastrointestinal diseases in children	1.0
7	Functional and organic hepatobiliary diseases in children	1.0
8	Functional and organic intestinal diseases in children	1.0
9	Urinary tract infections in children	1.0
10	Glomerulonephritis and chronic renal failure in children	1.0
	Total hours	10

Topical plan of practical classes

№	TOPICS	Hours
1.	Rickets. Infant tetany. Hypervitaminosis D	4.0
2.	Acute bronchitis and pneumonia in children	4.0

3.	Allergic diseases in children: bronchial asthma, allergic rhinitis, atopic dermatitis. Food allergy	4.0
4.	The most common congenital heart defects in children	4.0
5.	Inflammatory and non-inflammatory heart diseases in children. Acute rheumatic fever in children.	4.0
6.	Juvenile idiopathic arthritis (JIA) and reactive arthropathies in children	4.0
7.	Functional and organic gastrointestinal diseases in children	4.0
8.	Functional and organic hepatobiliary diseases in children	4.0
9.	Urinary tract infections in children. Pyelonephritis in children.	4.0
10.	Glomerulonephritis and chronic renal failure in children	4.0
Total hours		40.0

Note: Duration of work at the department makes 4 academical hours. Everyday practical class takes 4 academical hours.

Practice

№	TOPIC	Hours	Type of control
1.	Practice. Principles of providing current and urgent therapeutic aid in Ukraine. Studing of the structure and organization of work of the pediatric hospital, volume and forms of pediatrician work. Questioning (complaints and anamnesis) and objective clinical examination of patients in the most common diseases of the childhood	2	Current control
2	Practice. Interpretation of laboratory and instrumental methods of examination in the pediatric department	2	Current control
3	Practice. Substantiation and formulation of the diagnosis in the most common diseases of the childhood	2	Current control
4	Practice. Treatment, primary and secondary prevention in the most common pediatric diseases	2	Current control
5	Practice. Providing an urgent aid in the most common pediatric diseases. Principles of deontology in the pediatrician's practice	2	Current control
	Total hours	10.0	

SIW

№	TOPIC	HOURS	Type of control
1.	Preparation to practical classes	33.0	Current control
2	Preparation and composition of educational case history	7.0	Current control
3	Independent work in pediatric department. Filling in of diaries on medical practice	20.0	Current control

	Total hours	60.0	
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Methodsofstudy

When studying the discipline "Pediatrics, including medical practice (professional training) childhood diseases", various teaching methods recommended for higher education are used,for example:

- by sources of knowledge: verbal (explanation, lecture, conversation, discussion); visual (demonstration); practical (practical work, mastering practical skills);
- according to the logic of the educational process: analytical (determining the general condition of the patient and the main signs of the disease), synthetic (clarifying the relationship between the main signs of diseases, determining the optimal measures for diagnosis, treatment and prevention), their combination - analytical-synthetic, as well as inductive method and deductive methods;
- according to the level of independent mental activity: problematic, partially exploratory, research.

By combining and summarizing the above teaching methods, when studying the discipline it is advisable to implement such methods of organizing educational classes as:

- method of clinical cases,
- problem-oriented method,
- method of individual educational and investigation and practical tasks,
- method of competitive groups,
- method of training technologies,
- "brainstorming" method,
- the method of conducting conferences using interactive, interdisciplinary and information and computer technologies.

Types of educational activities of the student, according to the curriculum, are lectures, practical classes, independent work of students and performance of individual tasks.

Thematic plans of lectures, practical classes, SIW and performance of individual tasks ensure the implementation of all topics included in the program in the educational process.

Lectures. Preference is given to problematic, overview and conceptual-analytical lectures. During the lecture, students develop knowledge, provide a motivational component and a generally oriented stage of acquiring scientific knowledge. Lectures play a role in quality management of students' independent work.

Practical classes according to the methodology of the organization are clinical, aimed at controlling the assimilation of theoretical material and the formation of practical skills and abilities, as well as the ability to analyze and apply the acquired knowledge to solve practical tasks. They provide for:

- collection of anamnesis;
- examination of a sick child;
- planning examination of a sick child;
- interpretation of laboratory and instrumental research data;
- determination of the previous clinical diagnosis;
- determination of therapeutic tactics;
- medical nutrition prescription;

- providing the emergent aid;
- completing situational tasks;
- working with practical skills on waxwork and near the patient's bed
- filling the medical documentation in.

The student's independent work is performed independently by the student outside the classroom. Possible types of independent work of students: preparation for a practical lesson, filling out a workbook on the discipline, searching and studying additional literature, creating algorithms, structural and logical schemes, writing abstracts, annotations, reports at practical classes, duty at the clinic beyond the study time. The organization of independent work in the departments of the pediatric hospital should be provided by the teachers of the department.

Methods and forms of control

Methods and forms of control

The methods and forms of control and evaluation of students' success in the discipline are carried out in accordance with the requirements of the program and the Instructions for evaluating the educational activity of students in the conditions of the implementation of the European credit transfer system for the organization of the educational process, approved by the Ministry of Health of Ukraine (letter of the Ministry of Health of Ukraine No. 08.01-47/10395 dated 15.04. 2014). Regulations on the procedure for assessing students' knowledge during the current and final control of the discipline at NBMU (Addendum to Order No. 782 dated September 30, 2019).

<https://drive.google.com/file/d/19YragFMkKVNoq6d3Xs-nWCmqKWx0MvmW/view>

When assessing students' knowledge, preference is given to standardized control methods: testing (oral, written), structured written works, work with standard medical documentation, standardized control of practical skills.

Control methods

Theoretical knowledge:

- written and computer testing,
- individual survey, interview,
- content-structured written works.

Practical skills and abilities:

- control of implementation of standardized practical skills provided by the student's practical training plan in the discipline:
 - analysis of laboratory and instrumental studies;
 - performing medical manipulations in pediatrics;
 - provision of assistance in emergency situations in children.

Forms of control

Current control is carried out at each practical session in accordance with the specific objectives of the topic. In all practical classes, objective control of theoretical training and acquisition of practical skills (standardized according to the implementation method) is used.

Final control - transfer credit

It is presented at the last classroom session by the teacher of the academic group to the student based on the results of all current grades and the grade for the mandatory individual work

on the curation of a child and writing a medical history with conversion into points on a 200-point scale with the corresponding conversion on a traditional scale.

Control of the performance of independent work, which is provided for in the topic along with classroom work, is carried out during the current control of the topic in the corresponding classroom session.

The control of the acquisition of practical skills on the relevant topic of the lesson is carried out both during the current control and during the final control.

REGULATIONS FOR ASSESSMENT OF CURRENT PERFORMANCE OF STUDENTS

Current control is carried out at each practical session in accordance with specific goals for each topic, involves 100% questioning of students of the group, and assessment of all component elements of the lesson - test control, control of practical skills, solving situational tasks. Written performance of tasks in the process of preparation for practical classes is also taken into account.

For each stage of the lesson, the student receives a grade of "5-4-3-2", from which the teacher determines the arithmetic average and translates it into points into 80-point scale.

The results of monitoring the level of knowledge of each component of the lesson

1). The student's readiness for class (initial stage) is checked based on answers to 10 test tasks. In the first practical session, these questions are included in the final control.

For a correct answer to 9 - 10 tests, the student receives a traditional grade of "5"; for 7 - 8 correct answers - score "4", for 5 - 6 correct answers - score "3", less than 5 correct answers - score "2".

2). The student's oral survey is evaluated as follows:

The grade "5" is given in the case when the student gives the most accurate and clear answers without any directing helpful questions; teaches the material without errors and inaccuracies;

The grade "4" is assigned in case if the student knows the content of the lesson and understands it well, answers the questions correctly, consistently and systematically, but answers are not complete, although the student answers additional helpful questions without mistakes;

The grade "3" is given to the student based on his knowledge of the main content of the lesson and at a satisfactory level of understanding, he gives answers with the help of directing helpful questions, but he answers the directly asked questions correctly.

Grade "2" is assigned in cases when the student's knowledge does not meet the requirements of the grade "3 points".

3). Formation of professional competences.

Grade "5" is given in the case when the student demonstrates the ability to analyze and apply the results obtained during the examination of the patient to solve practical tasks, namely: taking an anamnesis, examining the child, planning the examination, interpreting the data of laboratory and instrumental studies; correctly determines the clinical diagnosis in the typical course of the disease; prescribes the correct treatment in full; demonstrates excellent knowledge of emergency care.

The grade "4" is given in case if the student demonstrates the ability to analyze and apply the results obtained during the examination of the patient to solve practical problems with certain inaccuracies; correctly determines the clinical diagnosis in the typical course of the disease; prescribes the correct treatment in general, but may make some minor errors, which he corrects on his own; demonstrates good knowledge of emergency care.

Grade "3" is given to a student when he analyzes and applies the obtained results to solve practical problems with some mistakes; determines the clinical diagnosis in the typical course of the disease; prescribes generally correct but incomplete treatment and/or with minor mistakes; demonstrates satisfactory knowledge of emergency care;

Grade "2" is given in cases when the student is unable to make decisions and act in typical clinical situations, is unable to determine a clinical diagnosis, prescribe the correct treatment.

4) To control the student's mastery of the topic, he is asked to answer the questions of the situational task.

The grade "5" is given in the case when the student correctly and completely solves a complex situational problem, gives comprehensive answers to all the questions asked.

The grade "4" is awarded in case if the student correctly solves a complex situational problem, but may make some minor mistakes, which he corrects on his own.

Grade "3" is assigned to a student who solves a situational problem with individual mistakes, experiencing difficulties in simple cases; is not able to systematically explain the answer independently.

Grade "2" is assigned if the student has clear difficulties in solving situational tasks, gives incorrect answers to questions.

Calculation of points according to a multiple-point scale:

Mid arithmetical	Traditional mark	Points
< 2,5	2	0
2,6 – 2,9	3	8
3,0 – 3,2	3	9
3,3 – 3,4	3	10
3,5 – 4,9	4	11
4,0 – 4,4	4	12
4,5 – 4,9	5	13
5,0	5	14

5) Medical practice

The grade "5" is given in the case when the student demonstrates fluency in practical skills (on mannequins and/or at the patient's bedside, demonstrates excellent skills in providing emergency care)

Grade "4" is awarded on the condition that the student has good practical skills (on dummies and/or at the patient's bedside), demonstrates good knowledge and skills in providing emergency care)

Grade "3" is assigned to a student when he is able to perform basic practical tasks (on mannequins and/or at the patient's bedside) only after appropriate comments and assistance from the teacher, demonstrates satisfactory knowledge and skills in providing emergency care)

Grade "2" is awarded in cases where the student behaves passively during demonstrations of practical skills, has clear difficulties in mastering practical skills even after appropriate comments and corrections by the teacher.

Recalculation of mark according to multy-point scale

Arithmetic average	Traditional mark	Points
< 2,5	2	0
2,6 – 2,9	3	10
3,0 – 3,2	3	11
3,3 – 3,5	3	12
3,6 – 3,9	4	13
4,0 – 4,2	4	14
4,3 – 4,5	4	15
4,6 – 4,7	5	16

4,8 – 4,9	5	17
5,0	5	18

Assessment of the student's case history as a mandatory individual work of the student takes place during its assessment in the process of individual work of the teacher with the student.

A grade of "5" is given if the student conducted a complete clinical examination of a sick child, described its results, correctly assessed the patient's clinical condition, clinical changes in the organs and systems of the body, the results of laboratory and instrumental methods of examination, correctly determined the clinical diagnosis according to the classification of diseases and substantiated he carried out a complete differential diagnosis, prescribed full and correct treatment, correctly determined the prognosis of the disease and means of its prevention.

Grade "4" is assigned if the student conducted a full clinical examination of a sick child, but made inaccuracies in the assessment of the clinical condition, the results of laboratory and instrumental methods of examination, correctly determined the clinical diagnosis and substantiated it, did not carry out a complete differential diagnosis, prescribed the correct treatment, however, incomplete or with minor mistakes.

The grade "3" is given if the student made individual mistakes in the assessment of the patient's clinical condition, the results of clinical, laboratory and instrumental examination, establishing and justifying the diagnosis, prescribing treatment or determining the prognosis of the disease.

The grade "2" is assigned if the student made significant mistakes in the analysis of the clinical condition, the results of clinical, laboratory and instrumental examination of the sick child, did not establish the correct diagnosis, and did not prescribe the correct treatment.

The work is considered completed if the student receives a positive grade for writing and defending the medical history.

- «5» - 8 points,
- «4» - 6 points,
- «3» - 4 points,
- «2» - 0 points.

The maximum number of points that a student can score for the current educational activity is 200 points.

It is calculated by adding up the number of points corresponding to the grade "excellent" in each practical lesson (14 points for practical lessons 1-10) with the addition of the maximum point for the mandatory individual work on curating a child and writing a medical history (20 points).

The student must attend 75% of classroom classes in the discipline (practical classes) and receive positive grades (> 0 points) during the current control. Educational classes that were missed by the student for any reason, including due to illness, are mastered by him independently in extra-auditory time according to the department's regulations (by writing an outline of the educational topic, medical history, distance education, consultations, demonstration of practical skills, etc).

The teacher returns the summary of the missed lesson to the student. The teacher of the department keeps a register of notes for missed classes according to the form (see appendix #4 to Order #782 dated September 30, 2019), which is an appendix to the academic register and shows the dynamics of students' mastery of missed educational topics. Such register is subject to weekly control by the head of the department.

The department does not establish a separate schedule indicating the hours for accepting abstracts of missed classes.

A student who attended less than 75% (missed more than 25% of classes) of classroom classes is considered to have failed the curriculum and plan for the discipline and therefore must re-study the discipline.

During the last practical lesson, the student has the right to practice (improve the grade) the topics of practical lessons, on which he previously received a negative grade (0 b).

Students do not make up for missed lectures, at the same time, missed lectures are included in the total number of missed classroom classes in the academic discipline.

DISTRIBUTION OF POINTS which are received during assessment of students' knowledge in discipline

№	Topic	Number of points corresponding to traditional mark			
		«5»	«4»	«3»	«2»
1.	Rickets. Infanttetany. Hypervitaminosis D	13-14	11-12	8-10	0
2.	Acute bronchitis and pneumonia in children	13-14	11-12	8-10	0
3.	Allergic diseases in children: bronchial asthma, allergic rhinitis, atopic dermatitis. Food allergy	13-14	11-12	8-10	0
4.	The most common congenital heart defects in children	13-14	11-12	8-10	0
5.	Inflammatory and non-inflammatory heart diseases in children. Acute rheumatic fever in children.	13-14	11-12	8-10	0
6.	Juvenile idiopathic arthritis (JIA) and reactive arthropathies in children	13-14	11-12	8-10	0
7.	Functional and organic gastrointestinal diseases in children	13-14	11-12	8-10	0
8.	Functional and organic hepatobiliary diseases in children	13-14	11-12	8-10	0
9.	Urinary tract infections in children. Pyelonephritis in children.	13-14	11-12	8-10	0
10.	Glomerulonephritis and chronic renal failure in children	13-14	11-12	8-10	0
11.	Educational case report	20	16	12	0
12.	Practice. Principles of providing current and urgent therapeutic aid in Ukraine. Studing of the structure and organization of work of the pediatric hospital, volume and forms of pediatrician work. Questioning (complaints and anamnesis) and objective clinical examination of patients in the most common diseases of the childhood	8	6	4	0
13.	Practice. Interpretation of laboratory and instrumental methods of examination in the pediatric department	8	6	4	0
14.	Practice. Substantiation and formulation of the diagnosis in the most common diseases of the childhood	8	6	4	0
15.	Practice. Treatment, primary and secondary prevention in the most common pediatric diseases	8	6	4	0
16.	Practice. Providing an urgent aid in the most common pediatric diseases. Principles of deontology in the pediatrician's practice	8	6	4	0
Total points for current activity*		Maximum – 200			

Correspondance of grading scales to the quality of mastering of the discipline

Mark in points	National scale mark	ECTS mark	Explanation
170-200	Excellent	A	Excellent (perfect fulfillment with minor unimportant mistakes)
155-169	Good	B	Very good (above an average level with a few mistakes)
140-154		C	Good (in general correct fulfillment with several unimportant mistakes)
125-139	Satisfactory	D	Satisfactory (not bad but with significant mistakes)
111-124		E	Enough (fulfillment satisfies minimal needed criteria)
60-110	Unsatisfactory	FX	Unsatisfactory (with possibility of the repeated trial)
1-59		F	Unsatisfactory (without possibility of the repeated trial)

Conversion of points quantity into ECTS and traditional (4-points) scales

Points from the discipline are independently converted both to the ECTS scale and to the four-point scale of the standard assessment at the department.

Ranking according to ECTS scale with the assignment of grades "A", "B", "C", "D", "E", "FX", "F" is carried out as follows:

ECTS mark	Points for discipline
A	170-200
B	155-169
C	140-154
D	125-139
E	111-124
FX	60-110
F	1-59

The student's ability to pass the final exam in a discipline is not affected by the results of other disciplines.

Also, points from the discipline are converted into a traditional four-point scale according to absolute criteria as follows:

Points for discipline	Mark according to the four-point scale
From 170 to 200 points	5
From 140 to 169 points	4
From 139 to 111 points	3
110 points and less	2

Procedure for liquidation of academic debt

When receiving an unsatisfactory grade in a discipline within the range of 60-110 points (FX), the student has the right to retake it 2 times: once - by the commission of the department with the participation of the head of the department and the last time – by the commission with the participation of the head of the department and the dean.

Rework of the discipline in case of unsatisfactory grades is carried out according to a schedule drawn up by the department and coordinated with the dean (the interval between attempts or subjects is at least 3 days). The subject must be completed before the beginning of the new academic year. The presence of academic debt before the beginning of the new academic year is the basis for expelling a student from the university for failure to fulfill the requirements of the curriculum (or registration of an academic leave with repeated course of study due to health problems).

When receiving an unsatisfactory grade in a discipline within the range of 1-59 points (F), the student is obliged to re-study it outside the classroom on a paid basis. Repeated unsatisfactory grade on the result of restudying it, taking into account two rescheduling of a discipline or unsatisfactory grades from 3 disciplines, as well as the presence of missed classroom training classes without valid reasons, the sum of which misses is 120 hours or more, determines his expelling from the university for non-fulfillment of the curriculum.

Methodical supply

– Methodical supply of the lecturing course:

1. Abstracts of lectures
2. Methodical guidelines for lectures
3. Presentations for lectures
4. Video tutorials

– Methodical supply of practical classes:

1. Methodical guidelines for practical classes for teachers
 2. Methodical guidelines for practical classes for students
 3. Tests and tasks for control of the initial level of knowledge
 4. Situational tasks for checking of the mastered material:
 - a) algorithms of treatment and provision of emergency care (according to the standards of evidence-based medicine)
 - b) algorithms for performing practical skills, medical manipulations, video films
 - c) results of laboratory and instrumental research methods
 - d) dummies, phantoms, etc
 - e) simulators, electronic guides, computers with appropriate information support
 5. Variants of tasks (theoretical and practical) for the final semester control.
5. Tasks (theoretical and practical for final semester control.

– Methodical supply of ISW:

1. Methodical guidelines for pre-auditory preparation to practical classes
2. Working notebook for pre-auditory preparation
3. Methodical instructions for practical skills performance
4. Tasks for independent student's work.

Means of diagnostics of learning success

The following tools are used to diagnose learning success:

1. Test tasks of A format
2. Structured tasks for written works
3. Practical tasks to check mastery of practical skills
4. Situational tasks.

Development of test-control questions, formation of structured tasks for written works, situational tasks for interviews and practical tasks used to diagnose the success of training is based

on a list of questions and practical skills that a student must master when studying the discipline "Pediatrics, including medicine practice (professional training) in the pediatric department."

The sets of practical tasks are formed from the list of practical skills that the student should master during the study of the discipline, they are practical works standardized according to the method of fulfillment.

THE LIST OF PRACTICAL WORKS AND TASKS FOR THE DISCIPLINE "Pediatrics including medical practice (professional training) in the pediatric department"

- Communication with the child or the child's parents
- Collecting complaints, medical history, life history
- Collecting information about the general condition of the patient (consciousness, constitution) and assess the appearance (examination of the skin, subcutaneous fat layer, palpation of lymph nodes, thyroid and mammary glands). Examining the condition of the musculoskeletal system (inspection and palpation)
- Examining the cardiovascular system (examination and palpation of the heart and superficial vessels, percussion of the heart borders and auscultation of the heart and vessels)
- Examining the respiratory system (examination of the chest, palpation of the chest, percussion and auscultation of lungs)
- Examining the digestive organs (examination of the abdomen, palpation and percussion of the intestines, stomach, liver, spleen, palpation of the pancreas)
- Examining the urinary system (examination of the lumbar region, palpation of the kidneys)
- Making preliminary diagnosis of the disease with its substantiation
- Planning laboratory and/or instrumental examination
- Interpreting the results of laboratory and instrumental findings
- Carrying out differential diagnosis
- Making a clinical diagnosis. Determining the main disease, complications of the main disease and accompanying diseases
- Determining the necessary regime and diet to a patient
- Determining the principles and direction of management (conservative, operative)
- Diagnosing and providing an emergency care
- Performing medical manipulations
- Determining tactics of secondary prevention for patients needed in outpatient supervision.

LIST OF QUESTIONS FOR CURRENT CONTROL on discipline "Pediatrics, including medical practice (professional training) childhood diseases"

1. Rickets. Definition, etiology, pathogenesis, classification, clinic, diagnosis, treatment. Prevention of rickets. Spasmophilia: etiology, pathogenesis, clinic and emergency care.
2. Hypervitaminosis D. Etiology, pathogenesis, clinic, diagnosis, prevention, treatment, emergency care for acute hypervitaminosis D, prognosis.
4. Acute respiratory infections of the upper respiratory tract (acute nasopharyngitis, acute pharyngitis, acute laryngopharyngitis) in children. Etiology, pathogenesis, clinic, diagnosis, treatment and prevention.
5. Acute obstructive laryngitis (croup) in children. Etiology, pathogenesis, clinic and emergency care.
6. Therapeutic measures in case of fever and convulsions in children with ARI URT.
7. Acute bronchitis in children. Definition, etiology, pathogenesis, clinic, diagnosis, treatment and prevention.

8. Acute obstructive bronchitis in children. Definition, etiology, pathogenesis, clinic, diagnosis, treatment and prevention.
9. Acute bronchiolitis in children. Definition, etiology, pathogenesis, clinic, diagnosis, treatment and prevention.
10. Recurrent bronchitis in children. Definition, etiology, pathogenesis, clinic, diagnosis, treatment and prevention.
11. Pneumonia in children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment and prevention of pneumonia in children. Forecast.
12. Acute respiratory failure in children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, emergency care.
13. Atopic dermatitis in children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment and prevention, prognosis. Atopic march.
14. Allergic rhinitis in children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment and prevention, prognosis.
15. Urticaria in children. Definition, etiology, pathogenesis, clinic, diagnosis, treatment, prevention.
16. Angioneurotic edema, urticaria, Stevens-Johnson syndrome, Lyell's syndrome in children. Definition, etiology, pathogenesis, clinic, diagnosis, treatment, prevention.
17. Bronchial asthma in children. Definition. Risk factors and pathophysiological mechanisms of development of bronchial asthma. Classification, clinic, diagnosis, treatment and prevention of bronchial asthma in children, prognosis.
18. Severe attack of bronchial asthma (asthmatic status) in children. Etiology, pathogenesis, clinic, diagnosis, emergency care.
19. The most common CHD in children. Etiology, classification of heart defects, hemodynamics in the most common CHD in children (VSD, ASD, PDA, tetralogy of Fallot, coarctation of the aorta, stenosis of the pulmonary artery, aortic stenosis, transposition of the main vessels).
20. Diagnosis of the most common CHD in children. Doctor's tactics and prognosis for the most common CHD in children. Conservative treatment. Indications for cardiosurgical treatment.
21. Diagnosis and treatment of heart failure in children with congenital heart disease. Secondary prevention of infectious endocarditis.
22. Carditis in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prognosis.
23. Cardiomyopathies in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prognosis.
24. Heart rhythm and conduction disorders in children: classification, causes, clinic, diagnosis, treatment, prognosis.
25. Acute rheumatic fever in children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, primary and secondary prevention, prognosis.
26. Infectious endocarditis in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, primary and secondary prevention, prognosis.
27. JIA: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, rehabilitation, prognosis.
28. Reactive arthropathies in children: definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prognosis.
29. Functional digestive disorders in young children: etiology, pathogenesis, classification, clinic, diagnosis, treatment, prevention.
30. Cyclic vomiting syndrome: definition, classification (according to Roman IV criteria), etiology, pathogenesis, clinic and diagnosis, treatment, prevention.
31. Colic and functional constipation in young children: etiology, pathogenesis, clinic, diagnosis, treatment, prevention.
32. Gastroesophageal reflux, duodenogastric reflux in older children. Etiology, pathogenesis, clinic, diagnosis, treatment, prevention.

33. Organic diseases of the esophagus and stomach in older children. Etiology, pathogenesis, clinic, diagnosis, treatment, prevention.
34. Functional dyspepsia, abdominal pain in older children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prevention.
35. Irritable bowel syndrome and functional constipation in older children. Definition, etiology, pathogenesis, clinic, diagnosis, treatment, prevention, prognosis.
36. Nonspecific ulcerative colitis and Crohn's disease in children. Etiology, pathogenesis, clinic, diagnosis, treatment, prognosis.
37. Dysfunctions of the gallbladder and sphincter of Oddi in children. Etiology, clinic, diagnosis, treatment and prevention.
38. Etiology, clinic, diagnosis, treatment and prevention of organic diseases of the biliary system in older children.
39. Autoimmune diseases of the liver and biliary tract (AISC - autoimmune sclerosing cholangitis, PSC - primary sclerosing cholangitis, AG - autoimmune hepatitis).
40. Exocrine pancreatic insufficiency in children. Definition, etiology, pathogenesis, clinic, diagnosis, differential diagnosis, treatment, prevention, prognosis.
41. Acute and chronic pancreatitis in children. Etiology, pathogenesis, clinic, diagnosis, treatment, prevention, prognosis.
42. Infections of the urinary system in children. Definition, classification, differential diagnosis of lower and upper urinary tract infections.
43. Cystitis in children. Etiology, pathogenesis, clinic, diagnosis, treatment, prevention, prognosis.
44. Pyelonephritis in children. Definition, etiology, pathogenesis, classification, clinic, diagnosis, treatment, prevention, prognosis.
45. Glomerulonephritis in children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prevention, prognosis.
46. Chronic kidney failure in children. Risk factors of occurrence, etiology, pathogenesis, stages of the disease, clinic, diagnosis, treatment, prevention, prognosis.
47. Dysmetabolic nephropathy in children. Definition, classification, etiology, pathogenesis, clinic, diagnosis, treatment, prevention, prognosis.

The list of practical skills which are examined during current control carrying out

I. Analysis of laboratory and instrumental methods of examination

1. Clinical blood analysis
2. Clinical urine analysis
3. Clinical stool test
4. Serological tests in autoimmune diseases
5. Microbiological research of biological fluids and secretions
6. Synovial fluid analysis
7. Urine analysis according to Zimnitsky
8. Analysis of urine for diastasis
9. Acute phase inflammation indexes, blood protein and its fractions
10. Creatinine, blood urea
11. Blood electrolytes
12. Blood alkaline phosphatase
13. Study of the function of external breathing
14. ECG

15. Endoscopic examination of the digestive tract
16. Echocardiography
27. X-ray inspection of chest, abdominal and urinary tract organs

II. Medical manipulations

1. Provide peripheral venous access
2. Measure blood pressure
3. Perform indirect heart massage
4. Perform artificial respiration

III. Determining the tactics of providing emergency medical care in emergency situations in children

1. acute respiratory failure
2. acute heart failure
3. acute anaphylactic reactions

EDUCATIONAL AND METHODIC LITERATURE RECOMMENDED FOR SUCCEFUL MASTERING OF THE MATERIAL ON PEDIATRICS

1. Nelson textbook 21th Edition by Robert M. Kliegman, MD, Joseph St. Geme, Nathan J. Blum, Samir S. Shan, Robert C. Tasker, Karen M. Wilson, Richard E. Behrman Видавництво: Elsevier, 2020.
2. Paediatrics Lecture Notes 10th Edition Jonathan C. Darling, Publisher: Wiley-Blackwell; 10th edition (October 21, 2021)
3. Illustrated Textbook of Paediatrics 6th Edition by Tom Lissauer MB BChir FRCPCH (Editor), Will Carroll MD (Editor) Publisher : Elsevier; 6th edition (September 21, 2021)

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