

## SYLLABUS

### REGARDING THE QUALIFICATION CYCLE FROM 2025 TO 2031 ACADEMIC YEAR III (2027/20278)

#### 1. BASIC COURSE/MODULE INFORMATION

Course/Module title	<b>Propedeutics of Pediatrics</b>
Course/Module code *	<b>POP/E</b>
Faculty (name of the unit offering the field of study)	<b>The Faculty of Medicine, the University of Rzeszów</b>
Name of the unit running the course	<b>I Department of Pediatrics and Gastroenterology Department of Neonatology Regional Rehabilitation and Educational Center for Children and Youth</b>
Field of study	<b>Medicine</b>
Qualification level	<b>Uniform Master's Studies</b>
Profile	<b>General Academic</b>
Study mode	<b>Stationary</b>
Year and semester of studies	<b>III year, 5 semester, 6 semester</b>
Course type	<b>Obligatory</b>
Language of instruction	<b>English</b>
Coordinator	<b>Bartosz Romańczuk MD, PhD</b>
Course instructor	<b>Bartosz Romańczuk MD, PhD, Witold Błaż MD, PhD, Artur Mazur MD, PhD, Prof, Marta Rachel MD, PhD, Prof, Olga Wolińska MD, PhD</b>

\* - as agreed at the faculty

#### 1.1. Learning format – number of hours and ECTS credits

Semester (no.)	Lectures / Online lectures	Classes	Laboratories	Seminars	Practical classes	Internships	others	ECTS credits
V	16 / 4	-	-	6	15	-	-	3
VI	16 / 4	-	-	9	15	-	-	2

### 1.2. Course delivery methods

- conducted in a traditional way
- involving distance education methods and techniques

### 1.3. Course/Module assessment (exam, pass with a grade)

## 2. PREREQUISITES

Knowledge of human topographic and functional anatomy, neuroanatomy, physiology and human pathophysiology.

## 3. OBJECTIVES, LEARNING OUTCOMES, COURSE CONTENT, AND INSTRUCTIONAL METHODS

### 3.1. Course/Module objectives

O1	Ability to conduct subjective and objective examination of the child.
O2	Knowledge of the morphological and physiological distinctiveness of individual organs and systems of age development.
O3	The principles of rational nutrition for healthy and sick children.
O4	Semiotics of individual organs and systems in developmental age.

### 3.2. COURSE/MODULE LEARNING OUTCOMES

Learning Outcome	The description of the learning outcome defined for the course/module	Relation to the degree programme outcomes
LO_01	conducts a medical anamnesis with the child and his family	E. U2.
LO_02	conducts a physical examination of the child in different age	E. U6.
LO_03	assesses the general condition of the newborn with the Apgar scale and assesses it's maturity and neonatal reflexes	E. U8.
LO_04	knows the rules of nutrition for healthy and sick children, knows prevention of obesity	E. W1.
LO_05	knows principles of prevention of pediatric diseases, including screening tests, medical checkups and vaccinations	E. W2.
LO_06	knows the genetic, environmental and epidemiological conditions the most common paediatric diseases	E. W3.

### 3.3. Course content

#### A. Lectures

Course contents
1. Organization of children's treatment - primary health care, specialist clinics, neonatal unit, infant and younger children unit, older children unit, specialist units. Hygiene and care of infants and toddlers. Medical records. Child's Health Book. The influence of the environment on the child's development. Auxology. Assessment of somatic development (norm tables, percentile scales, assessment of biological age, assessment of nutritional status, assessment of sexual maturation).
2. Periods of intrauterine life and factors influencing the development of the fetus. The neonatal period. Prematurity and other disorders of intrauterine development. Systemic (organ) differences in child development. Medical care of the newborn, neonatal transitional states, neonatal reflexes, rules for assessing a newborn's condition after birth - Apgar scale.
3. Children's physical, psychomotor and social development. Infant, toddler, pre-school and school periods. Adolescence and sexual maturation.
4. Emergency conditions in pediatrics - the most important causes of life-threatening conditions in children, principles of first aid. Sudden infant death syndrome.
5. Symptomatology in pediatrics - fever, cough, shortness of breath, symptoms of respiratory failure.
6. Symptomatology in pediatrics – dehydration, vomiting, regurgitation, dysphagia, diarrhea, constipation, abdominal pain, gastrointestinal bleeding, jaundice, failure to thrive, hepatomegaly.
7. Symptomatology in pediatrics – fever, splenomegaly, enlarged lymph nodes, anuria, polyuria, dysuric symptoms, edema, skin rash, anemia, cyanosis.
8. Symptomatology in pediatrics – the Glasgow scale, headache, dizziness, seizures, epilepsies, febrile seizures. Meningeal symptoms.
9. Puberty.
10. Obesity.
11. Natural and artificial nutrition in infants. Infant formulas. Vitamin D and vitamin K supplementation. Breastfeeding.
12. Principles of rational nutrition of children and adolescents - presentation of the most important issues concerning proper nutrition of children.
13. Cerebral palsy - diagnostics, treatment and rehabilitation.
14. Infectious diseases in children and their prevention. Vaccinations - the current vaccination schedule, overview of mandatory and recommended vaccinations, contraindications to vaccinations, complications after vaccinations
15. Battered child syndrome.

#### B. Problems of seminars

Course contents
1. Pediatric anamnesis.
2. Physical examination – general condition, head, neck.
3. Physical examination – chest (lungs and heart).

4. Physical examination – abdominal cavity, genouritary organs.
5. Test.

### C. Problems of exercises

Course contents
1. Medical anamnesis. General condition assessment. Consciousness assessment, evaluation of verbal-logical transactions. Development assessment methods. Head, chest, height and weight measurements. Obesity and malnutrition.
2. Physical examination. Skin and subcutaneous tissue. Examination of peripheral lymph nodes. Head examination. Assessment of fontanel size. Assessment of the oral cavity and nasopharynx. The development of the dentition. Examination of the neck organs, thyroid gland.
3. Physical examination. Chest: examination by vision, percussion, auscultation. Physiological differences of the circulatory system in developmental age.
4. Physical examination. Cardiovascular examination: auscultation of heart tones and percussion of the heart's borders. Measurement of blood pressure and heart rate. Interpreting the results.
5. Physical examination. Examination of the abdominal cavity and the genitourinary system in children.
6. Anamnesis and physical examination in children. Status praesens.
7. Physical examination. Examination of the musculoskeletal system. Skeletal system, the most common disorders in the structure of the spine and chest. Posture assessment. Assessment of active and passive mobility of joints. Examination of the hip joints. Assessment of muscle tone.
8. Neurological examination, evaluation of cranial nerves, meningeal symptoms, symptoms of increased intracranial pressure. Principles of examining deep (tendon) physiological reflexes.
9. Assessment of the general condition of the newborn (Apgar scale), methods of assessing the degree of maturity. Newborn pathology: premature newborn, small for the gestational age, multiple pregnancy. Perinatal injuries. Newborn screening.
10. Status praesens presentation. Exercises completion.

### 3.4. Methods of Instruction

**Lecture:** multimedia presentation / distance learning

**Exercises:** practical with patients

**Seminaries:** multimedia presentation

### 4. ASSESSMENT TECHNIQUES AND CRITERIA

#### 4.1. Methods of evaluating learning outcomes

Learning outcome	Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes)	Learning format (lectures, classes,...)
LO_01	ORAL EXAM	CLASSES
LO_02	ORAL EXAM	CLASSES
LO_03	ORAL EXAM	CLASSES
LO_04	WRITTEN EXAM	LECTURES
LO_05	WRITTEN EXAM	LECTURES
LO_06	WRITTEN EXAM	LECTURES

#### 4.2 Course assessment criteria

The rules of passing the course:

Full participation and activity in exercises and seminars

Full participation in lectures

Written and oral completion of lectures, exercises and seminars

Scope of marks: 2.0 -5.0

Knowledge assessment:

5.0 - shows knowledge of education content at the level of 93% -100%

4.5 - shows knowledge of education content at the level of 85% -92%

4.0 - shows knowledge of education content at the level of 77% -84%

3.5 - shows knowledge of education content at the level of 69% -76%

3.0 - shows knowledge of education content at 60% -68%

2.0 - shows knowledge of education content below 60%

Assessment of skills, verified learning outcomes:

5.0 - the student actively participates in exercises, is well prepared, has acquired theoretical and practical knowledge in pediatrics. Student shows a very good level of performance of anamnesis and child physical examination.

4.5 - the student actively participates in exercises, has acquired theoretical and practical knowledge in pediatrics. Student shows a good level of performance of anamnesis and child physical examination.

4.0 – the student actively participates in exercises, with minor corrections of the teacher, has acquired theoretical and practical knowledge in pediatrics. Student shows a good level of performance of anamnesis and child physical examination.

3.5 – the student participates in exercises, his preparation is not comprehensive presentation of the discussed problem of pediatrics, with corrections of the teacher. Student shows a sufficient level of performance of anamnesis and child physical examination.

3.0 - the student participates in exercises, his preparation is not comprehensive presentation of the discussed problem of pediatrics, with often corrections of the teacher. Student shows a basic level of performance of anamnesis and child physical examination.

2.0 – the student passively participates in the exercises, his theoretical and practical knowledge in pediatrics is insufficient. He has not mastered. Student doesn't show a basic level of performance of anamnesis and child physical examination.

Assessment of social competences:

- continuous assessment by the teacher (observation)
- discussion during exercises

## 5. TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	The average number of hours to complete the activity
Contact hours (with the teacher) resulting from the study schedule of exercises	90
Contact hours (with the teacher) participation in the consultations, exams	6
Non-contact hours - student's own work (preparation for exercises, exam, writing a paper, etc.)	39
SUM OF HOURS	135
TOTAL NUMBER OF ECTS	5

*\* One ECTS point corresponds to 25-30 hours of total student workload*

## 6. INTERNSHIPS RELATED TO THE COURSE/MODULE

Number of hours	-
Internship regulations and procedures	-

## 7. INSTRUCTIONAL MATERIALS

Compulsory literature:

1. Lissauer Tom, Carroll Will. Illustrated Textbook of Paediatrics, Fifth Edition, 2017
2. Marc dante Karen, Kliegman Robert. Nelson Essentials of Pediatrics, 8th Edition, 2018

Approved by the Head of the Department or an authorised person