BOGOMOLETS NATIONAL MEDICAL UNIVERSITY
EDUCATIONAL AND SCIENTIFIC INSTITUTE OF MEDICINE
DEPARTMENT OF PEDIATRICS No. 1

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APPROVED
Vice-Rector for Research, Academic and Clinical Affairs of the Higher education institution
Bogomolets National Medical University
Doctor of Medical Sciences, Professor
Oleg Vlasenko
_____
August 28, 2026

WORK PROGRAM OF THE ELECTIVE DISCIPLINE

"NUTRITION OF A HEALTHY AND SICK CHILD"

Educational level: second (master's degree)

Field of knowledge: 22 «Health care»

Specialty: 222 «Medicine»

Educational program: «Medicine»

Full-time education

2026 - 2027 academic year

DEVELOPERS of the work program of the Academic discipline "Pediatrics, including industrial medical practice (practical training), children's diseases" for students in the specialty 222 of the fourth year of study of the medical faculties:

Berezenko V.S. - Doctor of Medical Sciences, Professor, Head of the Department of Pediatrics 1

Horobets A.O. - Candidate of Medical Sciences, Associate Professor of the Department of Pediatrics No. 1

Proshchenko Yu. I. - Candidate of Medical Sciences, Associate Professor of the Department of Pediatrics No. 1

Discussed and approved on the meeting of the pediatric department № 1
Protocol № 1 from August 28, 2026

The Head of the pediatric department №1,

prof., PhD _____ V.S.Berezenko

Discussed and approved on Cyclic methodical meeting on pediatric disciplines of the Bogomolets National Medical University
Protocol № 1 from August 28, 2026

The Head, professor of the pediatric department №1,

PhD _____ T.V.Pochynok

Description of elective discipline “Nutrition of a healthy and sick child”

Studying weeks - 2

<table>
<tr><td rowspan="2">Parameters</td><td rowspan="2">Field of knowledge, direction of preparation, educational and qualification level</td><td>Characteristics of the discipline</td></tr>
<tr><td>Day form of study</td></tr>
<tr><td>Credits number - 3,0</td><td>Field of knowledge
22 «Health care»
(code and name)</td><td>Elective</td></tr>
<tr><td>Number of hours - 90</td><td rowspan="6">Educational and qualification level:
II (master’s)</td><td>Lections – 0 hours</td></tr>
<tr><td rowspan="5">Week hrs for day form of study:
ayditory – 20
students independent work – 25</td><td>Practical classes - 30 hours</td></tr>
<tr><td>Laboratory – 0</td></tr>
<tr><td>Independent work
60 hrs</td></tr>
<tr><td>Individualclasses: -</td></tr>
<tr><td>Type of control:
Transfer credit</td></tr>
</table>

The ratio of the number of hours of classroom instruction to independent and individual work is (%): 33.3% : 66,7% (1:2).

The work program of the elective discipline “Nutrition of a healthy and sick child” 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".

2. Purpose, expected results and criteria for assessing learning outcomes

3. **The purpose** of teaching the elective discipline “Nutrition of a healthy and sick child” is to provide students with knowledge and mastery of general and professional competencies in pediatric dietetics to achieve programmatic learning outcomes of the most common diseases of pediatric gastroenterology, pulmonology, nephrology, hematology, endocrinology, general pediatrics based on knowledge of age-related anatomical and physiological features of the child's body, human anatomy, normal physiology, histology, cytology and embryology, biological and bioinorganic chemistry, microbiology, virology and immunology, pathomorphology, pathophysiology, pharmacology, radiology. .

The so-called electives are derived from the concept of person-centered teaching. It is based on the principle that students take an active part in shaping their educational trajectory by choosing what to learn, how to learn it, and how to evaluate

their own knowledge. The teacher does not act as a source of knowledge, but as a guide and facilitator along this trajectory. This movement is accompanied by constant self-analysis and close communication between the teacher and the student, and the assessment of knowledge itself tends to be more about the accumulation of different tasks and types of work than the usual final control.

Electives are disciplines of students' free choice for a certain level of higher education, aimed at providing general and special (professional) competencies in the specialty.

In accordance with the requirements of the OPP, the elective discipline "Nutrition of a healthy and sick child" provides students with the acquisition of competencies:

- *Integral:*

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

- *general:*

GC1. Ability to think abstractly, analyze and synthesize.
GC2. Ability to learn and master modern knowledge.
GC3. Ability to apply the acquired knowledge in practical situations.
GC4. Knowledge and understanding of the subject area and understanding of professional activities.
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 perseverance in tasks and responsibilities.
GC13: Awareness of equal opportunities and gender issues.
GC14: Ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.
GC15.Ability to preserve and enhance moral, cultural, scientific values and achievements of society based on an understanding of 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, technology and technology, to use various types and forms of physical activity for active recreation and healthy lifestyle.

- *special (professional, subject):*

PC1. Ability to work with the nutritional history of patients.
PC2. Ability to assess nutritional risk.
PC3. Ability to conduct and interpret anthropometric studies.
PC4. Ability to assess the nutritional status of the child.
PC5. Ability to assess the child's diet by retrospective and prospective methods.

PC6. Ability to determine the necessary additional (laboratory and instrumental) examinations for an in-depth study of the patient's nutritional status, as well as to interpret the results.
PC7. Ability to assess indications for enteral and parenteral nutrition.
PC8. Ability to calculate the recommended daily energy value of the diet, the recommended daily needs of patients for proteins, fats, carbohydrates, depending on age, gender, physical activity, and existing diseases.
PC10. Ability to compose a diet for patients with diseases of gastroenterological, endocrinological, metabolic, hematological, nephrological profile.
PC13. Ability to carry out preventive measures aimed at preventing the occurrence of nutritional deficiencies
PC 16. Ability to maintain medical records.
PC17. Ability to assess the impact of the environment, socio-economic and biological determinants on the nutritional status of patients.
PC 21. Clearly and ambiguously convey their own knowledge, conclusions and arguments on the problems of pediatric nutrition and related issues to specialists and non-specialists, including students.
PC 24. Adherence to ethical principles when working with patients.
PC 25. Compliance with professional and academic integrity.

Expected programmatic learning outcomes, the formation of which is facilitated by the elective discipline:

Integrative final programmatic learning outcomes

- conduct professional activities in social interaction based on humanistic and ethical principles; identify future professional activities as socially significant for human health;
- apply knowledge of general and special disciplines in professional activities;
- to comply with the norms of sanitary and hygienic regime and safety requirements in the performance of professional activities;
- to use the results of independent search, analysis and synthesis of information from various sources to solve typical problems of professional activity;
- to argue information for decision-making, to be responsible for them in standard and non-standard professional situations; to adhere to the principles of deontology and ethics in professional activities;
- to carry out professional communication in modern Ukrainian, to use oral communication skills in a foreign language, analyzing professional texts and translating foreign language information sources;
- adhere to the norms of communication in professional interaction with colleagues, management, and work effectively in a team;
- analyze information obtained as a result of scientific research, summarize, systematize and use it in professional activities.

The acquisition of knowledge by students is based on the Program Learning Outcomes, according to the PLO

PLO 1. Collect complaints, anamnesis of life and disease, assess the psychomotor and physical development of the patient, the state of organs and body

systems, evaluate the results of laboratory and instrumental studies in the context of assessing the nutritional status of the patient.

PLO 2. To conduct nutritional research, namely, to observe the process of feeding (eating) a child, to assess the presence / absence of stress factors during feeding / eating, to determine chewing and/or swallowing disorders, to assess the factor of interaction between the child and the person who provides feeding

PLO 3. Analyze the patient's diet using prospective and retrospective assessment methods

PLO 4. Perform anthropometric measurements and evaluate the results

PLO5. Perform functional tests and evaluate the results.

PLO 6. Assess the patient's nutritional risk and determine further nutritional management tactics depending on the result

PLO 7. Assess nutritional deficiencies to determine their type and severity.

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

PLO 9. To organize the necessary level of individual safety (own and persons taken care of) in the event of typical dangerous situations in the individual field of activity.

PLO 10. Make effective decisions on health care issues, assess the resources required, consider social, economic and ethical implications.

PLO 11. To clearly and unambiguously communicate own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.

PLO 12. Clearly and unambiguously communicate own knowledge, conclusions and arguments on health problems and related issues to specialists and non-specialists.

PLO 13. Communicate fluently in the state language and English, both orally and in writing, to discuss professional activities, research and projects.

The formulation of learning outcomes is determined by the sufficiency to solve a certain class of tasks of professional activity and / or further education in the educational program. To do this, the higher education student must:

To know:

- methods used to assess the nutritional status of pediatric patients;
- prospective and retrospective methods of nutritional assessment;
- methods of nutritional risk assessment;
- clinical symptoms of nutritional status disorders in children;
- laboratory and instrumental symptoms of nutritional status disorders in children;
- methods of anthropometric assessment and functional tests used to assess nutritional status in children;
- factors influencing the formation of a child's eating behavior and directions of eating behavior formation;
- features of nutritional management of children with malnutrition depending on its causes;

- features of nutritional management in case of nutritional deficiency;
- features of nutritional management in major diseases of the digestive, endocrine, blood systems, as well as eating disorders;
- features of diets that can be used in pediatric practice, their capabilities, indications, contraindications, and limitations to use.

To be able to:

- Collect complaints, anamnesis of life and diseases, assess the psychomotor and physical development of the patient, the state of organs and systems of the body, evaluate the results of laboratory and instrumental studies in the context of assessing the nutritional status of the patient (PLO1)
- Conduct nutritional research (PLO2)
- Analyze the patient's diet using prospective and retrospective assessment methods (PLO3)
- Perform anthropometric measurements and evaluate the results (PLO4)
- Perform functional tests and evaluate the results (PLO5)
- Assess the patient's nutritional risk (PLO6)
- Assess nutritional deficiencies (PLO7)
- Calculate energy requirements and recommended daily macronutrient requirements depending on the age, gender, physical activity and health status of the child (PLO8)
- Correct the child's diet, taking into account its quantitative and qualitative disorders (PLO9)
- To make effective decisions on health care issues, assess the resources required, and take into account social, economic and ethical implications (PLO10)
- To prescribe therapeutic diets for pediatric patients with gastroenterological, hepatobiliary, endocrinological, hematological, metabolic profile, as well as eating disorders (PLO11)
- Clearly and unambiguously communicate their own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists (PLO12)
- Communicate fluently in the state language and in English, both orally and in writing, to discuss professional activities, research and projects (PLO13)

The criterion for the successful completion of higher education and final evaluation may be the achievement of minimum threshold levels of grades for each planned outcome of the discipline. The minimum threshold level of assessment should be determined using qualitative criteria and transformed into a minimum positive assessment of the numerical (rating) scale used.

4. Program of the elective discipline “Nutrition of a healthy and sick child”

Component 1: BASICS OF NUTRITION FOR HEALTHY AND SICK CHILDREN

Topic 1: Formation of child's eating behavior

It involves familiarization with measures aimed at forming healthy eating habits, factors that affect a child's appetite and ways to form a healthy appetite; special

attention is paid to the problem of “small child”, measures aimed at identifying the causes of malnutrition and its correction.

Topic 2. Basics of healthy nutrition for children of different ages

This topic covers the topic of healthy eating: what is healthy eating, what is a quantitatively and qualitatively balanced diet, what recommendations should be given to parents of a child regarding a healthy diet. Includes issues related to the diet of children of different age groups.

Topic 3. Therapeutic diets and the possibilities of their application in medical practice

The lesson is devoted to the study of diets used in medical practice, familiarization with the indications and contraindications for their use, possible nutritional risks that may arise when using a particular diet, as well as ways to identify and correct them. In particular, students are introduced to the possibilities of using such diets as gluten-free, gluten-free/dairy-free, ketogenic, Atkins, Mediterranean, low-protein, vegetarian, as well as a number of specialized diets used for specific pathologies (glycogenosis, inflammatory bowel disease, congenital metabolic disorders, Wilson's disease, etc.)

Component 2. MALNUTRITION. WAYS TO ASSESS THE NUTRITIONAL STATUS OF THE CHILD AND ITS CORRECTION

Topic 4. Assessment of the child's nutritional status

The topic covers the study of all methods used to assess the nutritional status of a child: analysis of nutritional history, nutritional clinical examination and nutritional research, methods of dietary assessment, analysis of anthropometric indicators, functional tests, laboratory and instrumental examination data. Students learn to perform caliperometry and functional tests.

Topic 5. Malnutrition: nutritional deficiency.

The lesson covers the problem of nutritional deficiency. The types of nutritional deficiencies, approaches to diagnosis and nutritional management are studied. Also, the student will be familiarized with the basics of enteral nutrition (the issues of indications and contraindications for enteral nutrition, methods of its implementation, the choice of food substrate for enteral nutrition, etc.)

Topic 6. Malnutrition: vitamin and mineral deficiencies.

The lesson is devoted to the study of vitamins, minerals, their functions and importance for the health of the body, coverage of methods for assessing the provision of essential vitamins and minerals (with special attention to clinical assessment), approaches used to correct vitamin and mineral deficiencies.

Topic 7. Malnutrition: overweight and obesity

The lesson is devoted to nutrition and lifestyle modification in patients with overweight and obesity. Attention is paid to the criteria for diagnosing and managing children with metabolic syndrome. The necessary measures aimed at changing the lifestyle of overweight and obese patients will also be discussed.

Component 3. NUTRITIONAL MANAGEMENT OF DIGESTIVE SYSTEM PATHOLOGY AND EATING DISORDERS

Topic 8: Nutritional management of patients with pathology of the upper gastrointestinal tract

The lesson reveals the features of nutritional management in pathologies such as GERD, eosinophilic esophagitis, gastric ulcer, inflammatory bowel disease, celiac disease, enzyme disorders, irritable bowel syndrome, allergy to cow's milk proteins, functional constipation.

Topic 9: Nutritional management of hepatobiliary pathology in children

The class is devoted to the study of nutritional features of pediatric patients with cholestasis syndrome, Wilson's disease, liver failure, hemochromatosis, metabolically associated fatty liver disease, galactosemia, glycogenosis.

Topic 10. Nutritional management of eating disorders in children

The topic addresses the problem of eating disorders such as ARFID (anorexia refractory/restricted eating disorder), anorexia nervosa, bulimia nervosa, pica, orthorexia and others. Diagnostic criteria, indications for hospitalization, and features of nutritional management are covered. Students learn about refeeding syndrome, its risk assessment, prevention and management methods.

5. STRUCTURE OF THE ELECTIVE DISCIPLINE «Nutrition of a healthy and sick child»

	Назви тем	Кількість годин			
		Усього	Лекції	Практичні зан	СРС
Component 1: BASICS OF NUTRITION FOR HEALTHY AND DISABLED CHILDREN					
1	Formation of child's eating behavior	9		3	6
2	Basics of healthy nutrition for children of different ages	9		3	6
3	Therapeutic diets and the possibilities of their application in medical practice	9		3	6
Component 2. MALNUTRITION. WAYS TO ASSESS THE NUTRITIONAL STATUS OF THE CHILD AND ITS CORRECTION					
4	Assessment of the child's nutritional status	9		3	6
5	Malnutrition: nutritional deficiency.	9		3	6
6	Malnutrition: vitamin and mineral deficiencies.	9		3	6
7	Malnutrition: overweight and obesity	9		3	6
Component 3. NUTRITIONAL MANAGEMENT OF DIGESTIVE SYSTEM PATHOLOGY AND EATING DISORDERS					
8	Nutritional management of patients with pathology of the upper gastrointestinal tract	9		3	6
9	Nutritional management of hepatobiliary pathology in children	9		3	6
10	Nutritional management of eating disorders in children	9		3	6
Всього годин		90		30	60

Note: practical training = 3 hours. The ratio of the number of hours of classroom instruction to independent and individual work is (%): 44.4% : 55.6% (1:1.25).
Control: differential credit.

TOPICAL PLAN OF CLASSES

Elective course «Nutrition of a healthy and sick child»

	Topics	Hours
1.	Formation of child's eating behavior	3
2.	Basics of healthy nutrition for children of different ages	3
3.	Therapeutic diets and the possibilities of their application in medical practice	3
4.	Assessment of the child's nutritional status	3
5.	Malnutrition: nutritional deficiency.	3
6.	Malnutrition: vitamin and mineral deficiencies..	3
7.	Malnutrition: overweight and obesity	3
8.	Nutritional management of patients with pathology of the upper gastrointestinal tract	3
9.	Nutritional management of hepatobiliary pathology in children	3
10.	Nutritional management of eating disorders in children	3
Totally for the discipline		30

6. Students individual work

№	Content of work	Hours

	Preparation for practical classes	60
Totally for the discipline		60

7. Methods of study

When studying the discipline «Nutrition of a healthy and sick child», 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 practical classes, independent work of students and performance of individual tasks.

Practical classes.

According to the methodology of organization, they are clinical, aimed at controlling the assimilation of theoretical material and the development of practical skills, as well as the ability to analyze and apply the knowledge gained to solve practical problems. They include:

- taking anamnesis;
- examination of a sick child;
- planning the examination of a sick child;
- Interpretation of laboratory and instrumental research data;
-differential diagnosis of the most common diseases of the digestive, respiratory and urinary systems in children;
- determination of preliminary clinical diagnosis;
- prescription of therapeutic nutrition;
- solving situational problems;

The duration of one practical lesson is 3.0 academic hours.

Independent work of the student.

It is performed by the student independently outside of class and includes preparation for the practical training, search and study of additional literature.

8. Methods and forms of control, distribution of points received by students, evaluation

Methods and forms of control and evaluation of students' progress in the discipline are carried out in accordance with the requirements of the program and the Instruction for the evaluation of students' learning activities in the context of the implementation of the European Credit Transfer System of the educational process, approved by the Ministry of Health of Ukraine (letter of the Ministry of Health of Ukraine № 08.01-47/10395 of 15.04.2014); as well as the Regulations on the procedure for assessing students' knowledge during the current and final control of

the discipline at the Bogomolets National Medical University (Annex to Order № 782 of 30.09.2019).
https://drive.google.com/file/d/19YragFMkKVNoq6d3Xs-nWCmqKWx0MvmW/view

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

Methods of control

Theoretical knowledge:

- written and computer-based testing,
- individual questioning, interview,
- structured written work.

Practical skills and abilities:

- control over the implementation of standardized practical skills provided for in the student's practical training plan in the discipline:
- analysis of laboratory and instrumental studies;
- performing anthropometric measurements, functional tests and their evaluation in pediatrics;
- assessment of child nutrition by prospective and retrospective methods;
- correction of quantitative and qualitative disorders of the sick child's diet.

Forms of control.

- Current control is carried out at each practical lesson in accordance with the specific objectives of the topic. At all practical classes, objective control of theoretical training and mastery of practical skills (standardized by the method of implementation) is used.
- The final control is a differential test.

It is assigned at the last classroom lesson by the teacher of the academic group to the student based on the results of all current grades with conversion to points on a 200-point scale with the appropriate conversion to the traditional scale.

Control over the implementation of independent work, which is provided in the topic along with classroom work, is carried out during the current control of the topic at the relevant classroom lesson.

REGULATIONS FOR ASSESSING CURRENT STUDENT PERFORMANCE

The current control is carried out at each practical lesson in accordance with the specific objectives for each topic, involves 100% survey of the group's students, and evaluation of all components of the lesson - test control, control of practical skills, and solving situational tasks. Written assignments in the process of independent preparation for the practical lesson are also taken into account.

For each stage of the lesson, the student receives a grade of 5-4-3-2, of which the teacher determines the arithmetic mean. If the arithmetic mean is “2”, this corresponds to 0 points.

Recalculating the score on a multi-point scale:

Arithmetic average	Traditional evaluation	Points
< 2,5	2	0
2,6 – 2,9	3	11
3,0 – 3,2	3	12
3,3 – 3,5	3	13
3,6 – 3,9	4	14
4,0 – 4,2	4	15
4,3 – 4,5	4	16
4,6 – 4,7	5	17
4,8	5	18
4,9	5	19
5,0	5	20

The results of controlling the level of knowledge of each component of the lesson.

1). The student's readiness for the lesson (initial stage) is checked on the basis of the answer to 10 test questions. At the first practical lesson, these questions are included in the final test.

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

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

A grade of “5” is assigned if the student gives exhaustively accurate and clear answers without any leading questions; presents the material without errors and inaccuracies;

Grade “4” is assigned if the student knows the content of the lesson and understands it well, answers the questions correctly, consistently and systematically, but they are not exhaustive, although the student answers additional questions without errors;

Grade “3” is assigned to a student based on his/her knowledge of the main content of the class and at a satisfactory level of understanding, gives answers with the help of leading questions, but answers directly asked questions correctly.

A grade of “2” is assigned in cases where the student's knowledge does not meet the requirements of a grade of “3”;

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

Grade “5” is assigned when a student solves a complex case study correctly and completely, gives comprehensive answers to all questions.

A grade of “4” is assigned if the student solves a complex situational problem correctly, but may make some minor mistakes that he or she corrects independently.

Grade “3” is assigned to a student who solves a situational problem with some errors, experiencing difficulties in simple cases; is not able to systematically present the answer on his/her own.

A grade of “2” is assigned if a student has obvious difficulties in solving situational tasks and gives incorrect answers to questions.

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

The amount of points accumulated by the student as a result of current training is a component of the overall grade in the discipline in accordance with the types of final control of knowledge.

A student may attend 75% of the classroom sessions in the discipline (practical classes).

Classes that were missed by a student for any reason, including illness, are mastered by him/her independently in extracurricular time according to the regulations of the department (by writing a summary of the topic, medical history, distance learning, consultations, demonstration of practical skills, etc.)

The student demonstrates the outline of the missed topic to the group teacher during the next class session or after the start of attendance, and the group teacher makes a mark in the form of the letter “K” in the student attendance and progress journal in the column of the missed topic, without assigning a grade. The presence of a missed class note is a confirmation that the student has completed the curriculum.

The lecturer returns the notes of the missed class to the student. The teacher of the department maintains a Register of credited notes for missed classes in the form (see Appendix 4), which is an appendix to the academic journal and shows the dynamics of students' mastery of missed topics. This Register is subject to weekly control by the Head of the Department.

The department does not set a separate schedule with hours for accepting notes of missed classes.

Evaluation of students' independent work in preparation for classroom practical classes is carried out during the current control of the topic at the relevant classroom.

DISTRIBUTION OF POINTS

assigned to students in the assessment of current learning activities

№	Topics	Number of points

з/п		corresponding to the traditional assessment			
		«5»	«4»	«3»	«2»
1.	Formation of child's eating behavior	17-20	14-16	11-13	0
2.	Basics of healthy nutrition for children of different ages	17-20	14-16	11-13	0
3.	Therapeutic diets and the possibilities of their application in medical practice	17-20	14-16	11-13	0
4.	Assessment of the child's nutritional status	17-20	14-16	11-13	0
5.	Malnutrition: nutritional deficiency.	17-20	14-16	11-13	0
6.	Malnutrition: vitamin and mineral deficiencies..	17-20	14-16	11-13	0
7.	Malnutrition: overweight and obesity	17-20	14-16	11-13	0
8.	Nutritional management of patients with pathology of the upper gastrointestinal tract	17-20	14-16	11-13	0
9.	Nutritional management of hepatobiliary pathology in children	17-20	14-16	11-13	0
10.	Nutritional management of eating disorders in children	17-20	14-16	11-13	0
		Minimum – 111			

It is assigned at the last classroom lesson by the teacher of the academic group to the student based on the results of all current grades with conversion to points on a 200-point scale with the appropriate conversion to the traditional scale.

Correspondence of grading scales to the quality of learning

Conversion of the number of points in the discipline into grades on the ECTS and four-point (traditional) scales.

Points in the discipline are converted to both the ECTS scale and the four-point scale.

Ranking on the ECTS scale with the assignment of grades “A”, “B”, “C”, “D”, “E” is carried out as follows:

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)

Points for discipline are as well converted into four-point scale according to absolute criteria:

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.

9. Methodological support

Methodological support of practical classes:

1. Methodological development of practical classes for teachers.
2. Methodical instructions for practical classes for students.
3. Variants of test questions and tasks to check the initial level of knowledge on each topic.
4. Variants of situational tasks to check the mastery of topics.

Methodological support for independent work of students:

1. Methodical instructions for pre-audit preparation for practical classes.
2. Workbook for pre-audit preparation.
3. Methodical instructions for the implementation of practical skills.
4. Variants of tasks for independent work of students.

Means of diagnostics of learning success

The following tools are used to diagnose learning success:

1. Test tasks of format A
2. Practical tasks to check mastery of practical skills
3. Situational tasks.

The development of test-control questions, structured situational tasks and practical tasks used to diagnose the success of learning should be based on the list of questions and practical skills that the student should master when studying the optional discipline "Nutrition of a healthy and sick child".

Sets of practical tasks are formed from a list of practical skills that a student must master during the study of the discipline, which are practical works standardized according to the method of execution.

Recommended reading

1. Харчування в педіатрії, четверте видання. Патриція Квін Самур, Кейті Кінг. Львів, Медицина Світу, 2012.

2. Наказ МОЗ № 1073 «Про затвердження Норм фізіологічних потреб населення України в основних харчових речовинах і енергії» від 3.09.2017 р.

3. «Практичний підхід до виявлення нутритивної недостатності, пов'язаної із захворюваннями, у дітей: заява спеціальної групи ESPGHAN із проблем мальнутриції в клінічній практиці», JPGN, V.74, №5, 2022.

4. Anderson S.J., Harris S.S. et al. Care of the young athlete / American Academy of Orthopaedic Surgeons. – 2010. – 612 p.

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2. Rutishauser I.H. Dietary intake measurements // Publ. Health Nutr. – 2005. – Vol. 8. – P. 1100 – 1107.

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4. American Academy of Pediatric Dentistry. Policy on early childhood caries (ECC): classification, consequences and preventive strategies. 2003, revised 2008. Available at http://www.aapd.

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7. Larson MI, Neumark-Sztainer D., Hannan PJ, Story M. Family meals during adolescence are associated with higher diet quality and healthful meal patterns during young adulthood. J Am Diet Assoc. 2007; 107 (9): 1502 – 1510.

8. Americal Academy of Pediatrics Committee on Sports Medicine and Fitness. Medical concerns in the female athlete. Pediatrics. 2000; 106 (3):610 – 613.

9. Craig WJ., Mangels A., American Dietetic Assocoation. Position of the American Dietetic Association: vegetarian diets. J Am Diet Assoc. 2009; 109 (7): 1266 – 1282.

10. Hallberg L., Hulthen L. Prediction of dietary iron absorption: an algorithm for calculating absorption and bioavailability of dietary iron. Am J Clin Nutr. 2000; 71 (5): 1147.