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

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
31
August 2026

WORK PROGRAM OF THE ELECTIVE DISCIPLINE "EMERGENCIES IN PEDIATRICS"

Educational level: Second (master's)
Field of Knowledge: 22 "Healthcare"
Specialty: 222 "Medicine"
Educational program: "Medicine"

Full term education

2026 - 2027 academic year

Developers of the work program of the elective discipline "EMERGENCY CONDITIONS IN PEDIATRICS" for 6th year students of the Educational and Scientific Institute of Medicine, FFST of the 6th year of study:

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Discussed and approved at the meeting of the Department of Pediatrics No. 1

Protocol No. 1 dated 28.08.2026

Head of the Department, Professor _____Berezenko V.

Discussed and approved at the CMC in Pediatric Disciplines

Protocol No. 1 dated 28.08. 2026

Chairman of the CMC, Professor_____Pochynok T.

Guarantor of the educational program, Dean of the Faculty of Medicine No. 1

Professor _____Melnyk V.

Head of the Department of Educational and Methodological Work, Licensing and Accreditation,

PhD, Associate Professor_____Kucherenko I.

Description of the elective discipline "EMERGENCY CONDITIONS IN PEDIATRICS"
Code of discipline – **EC 6.3.**
Number of ECTS credits - **3 credits**
Total hours - **90 hours (**Practical classes - 30 hours, SIW - 60 hours)
Form of control - **differentiated credit**

PURPOSE, EXPECTED LEARNING OUTCOMES AND CRITERIA FOR EVALUATING LEARNING OUTCOMES

The purpose of teaching the discipline "EMERGENCY CONDITIONS IN PEDIATRICS" is: to form the ability to use the acquired general and special competencies and the achieved program results of training to solve professional problems of the doctor's activities in the field of health care in the diagnosis and provision of emergency care to children in emergency conditions.

The study of the discipline ensures the acquisition of the following competencies by students:

- *Integral* (IC):

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* (GC):

GC1. Ability to abstract thinking, analysis and synthesis.
GC 2. Ability to learn and master modern knowledge.
GC 3. Ability to apply knowledge in practical situations.
GC 4. Knowledge and understanding of the subject area and understanding of professional activity.
GC 5. Ability to adapt and act in a new situation.
GC 6. Ability to make informed decisions.
GC 7. Ability to work in a team.
GC 8. Ability to interpersonal interaction.
GC 10. Ability to use information and communication technologies.
GC 11. Ability to search, process and analyze information from various sources.
GC 12. Certainty and perseverance in terms of tasks and responsibilities.
GC 13. Awareness of equal opportunities and gender issues.
GC 14. Ability to realize one's rights and obligations 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, human and civil rights and freedoms in Ukraine.

GC 15. 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, to use various types and forms of physical activity for active recreation and leading a healthy lifestyle.

- *Special* (professional, subject) (PC):

PC 1. Ability to collect medical information about the patient and analyze clinical data.

PC 2. Ability to determine the necessary list of laboratory and instrumental studies and evaluate their results.

PC 3. Ability to establish a preliminary and clinical diagnosis of the disease.

PC 4. Ability to determine the necessary mode of work and rest in the treatment and prevention of diseases.

PC 5. Ability to determine the nature of nutrition in the treatment and prevention of diseases.

PC 6. Ability to determine the principles and nature of treatment and prevention of diseases.

PC 7. Ability to diagnose emergencies.

PC 8. Ability to determine tactics and provide emergency medical care.

PC 9. Ability to carry out medical and evacuation measures.

PC 10. Ability to perform medical manipulations.

PC 11. Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.

PC 16. Ability to maintain medical records, including electronic forms.

FC 21. Clearly and unambiguously convey their own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to students.

PC 23. Ability to develop and implement scientific and applied projects in the field of healthcare.

PC 24. Compliance with ethical principles when working with patients, laboratory animals.

PC 25. Compliance with professional and academic integrity, be responsible for the reliability of the scientific results obtained.

Program Learning Outcomes (PLO):

Program Learning Outcomes (PLO):

PLO 1. Have thorough knowledge of the structure of professional activity. Be able to carry out professional activities that require updating and integration of knowledge. Be responsible for professional development, the ability to further professional training with a high level of autonomy.

PLO 2. Understanding and knowledge of fundamental and clinical biomedical sciences, at a level sufficient to solve professional problems in the field of healthcare.

PLO 3. Specialized conceptual knowledge, including scientific achievements in the field of health care and is the basis for research, critical reflection on problems in the field of medicine and related interdisciplinary problems.

PLO 4. Identify and identify the leading clinical symptoms and syndromes; according to standard methods, using the patient's preliminary anamnesis data, patient examination data, knowledge about the person, his organs and systems, establish a preliminary clinical diagnosis of the disease.

PLO 5. Collect complaints, life and disease history, assess the patient's psychomotor and physical development, the state of organs and body systems, evaluate information on the diagnosis based on the results of laboratory and instrumental studies, taking into account the patient's age.

PLO 6. To establish the final clinical diagnosis by making an informed decision and analyzing the obtained subjective and objective data of clinical, additional examination, differential diagnosis, observing the relevant ethical and legal norms, under the supervision of the doctor-head in the conditions of a health care institution.

PLO 7. Prescribe and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) in emergency conditions in children for differential diagnosis of diseases.

PLO 8. Determine the main clinical syndrome or what causes the severity of the condition in emergencies in children by making an informed decision and assessing the child's condition under any circumstances (in a health care institution, outside it), including in an emergency, in conditions of lack of information and limited time.

PLO 9. Determine the nature and principles of treatment of children (conservative, surgical) with emergency conditions, taking into account the age of the child, in a health care institution, outside it and at the stages of medical evacuation, on the basis of a preliminary clinical diagnosis, observing the relevant ethical and legal norms, by making an informed decision according to existing algorithms and standard schemes, if it is necessary to expand the standard scheme, be able to justify personalized recommendations under the supervision of a doctor-head in a medical institution.

PLO 10. Determine the necessary mode of work, rest and nutrition on the basis of the final clinical diagnosis, observing the relevant ethical and legal norms, by making an informed decision according to existing algorithms and standard schemes.

PLO 12. Assess the general condition of the newborn baby by making an informed decision according to existing algorithms and standard schemes, observing the relevant ethical and legal norms.

PLO 13. Assess and monitor the child's development, provide recommendations on feeding and nutritional characteristics depending on age, organize preventive vaccinations according to the calendar.

PLO 14. Determine tactics and provide emergency medical care in emergency conditions in conditions of limited time in accordance with existing clinical protocols and standards of treatment.

PLO 17. Perform medical manipulations in a medical institution, at home or educational institutions on the basis of a preliminary clinical diagnosis and/or indicators of the child's condition by making an informed decision, observing the relevant ethical and legal norms.

PLO 20. Analyze the epidemiological state and carry out measures of mass and individual, general and local prevention of infectious diseases.

PLO 21. To search for the necessary information in professional literature and databases of other sources, to analyze, evaluate and apply this information.

PLO 25. Clearly and unambiguously convey knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.

PLO 26. Manage work processes in the field of healthcare, which are complex, unpredictable and require new strategic approaches, organize the work and professional development of personnel, taking into account the acquired skills of effective teamwork, leadership positions, proper quality, accessibility and fairness, ensuring the provision of integrated medical care.

PLO 27. Communicate fluently in English both orally and in writing, to discuss professional activities, research and projects.

PLO 29. Plan, organize and carry out measures for the specific prevention of infectious diseases, including according to the National Calendar of Preventive Vaccinations, both mandatory and recommended. Manage vaccine residues, organize additional vaccination campaigns, including immunoprophylaxis measures.

CRITERIA FOR ASSESSING LEARNING OUTCOMES

Criteria for evaluating learning outcomes are determined by the Regulation on "Procedure for Assessment of Students' Knowledge during the Current and Final Control in the Discipline at O.O. Bogomolets NMU" (with changes and additions approved by the Academic Council of Bogomolets NMU No. 4 of 28.11.2024).

Assessment of learning outcomes is carried out at each practical lesson in accordance with specific goals on each topic, according to mutually agreed 5-point (5 – "excellent", 4 – "good", 3 – "satisfactory", 2 – "unsatisfactory") and 200-point scale. The grade in the discipline is determined as the sum of points for the current control and is ranked according to the ECTS scale and the national assessment scale.

The form of control is a differentiated exam.

ELECTIVE DISCIPLINE PROGRAM

"EMERGENCIES IN PEDIATRICS"

Topic 1. Cardiopulmonary resuscitation in children of different ages

Features of resuscitation of newborns, infants, toddlers, school children and adolescents. Indirect heart massage, artificial ventilation without special equipment and using a mask and an Ambu bag.

Topic 2. Emergencies in respiratory diseases. Methods of respiratory support in children.

Causes, main diagnostic criteria and emergency therapy for acute respiratory failure in children (upper and lower airway obstruction, pneumonia, bronchial asthma). Pulse oximetry. Oxygen therapy technique. Inhalation technique.

Topic 3. Emergencies in pediatric cardiology.

Definition, causes, main criteria for diagnosis and emergency care in acute heart failure.

Determination of basic vital signs (heart rate, respiratory rate, SpO_2, etc.), heart rhythms (threatening conditions, circulatory arrest). Hypertensive crisis, diagnostic criteria, emergency care. Fainting, collapse.

Topic 4. Emergencies in pediatric allergology.

Anaphylactic shock, acute urticaria and angioedema in children: causes, clinical manifestations, emergency care.

Topic 5. Shock in childhood. Acute bleeding in children.

Types of shock. Hemorrhagic shock: causes, diagnosis, emergency care. Acute bleeding in children: classification, main causes, clinical signs of different types of bleeding. First aid tactics in case of emergencies associated with bleeding and blood loss.

Topic 6. Comas in children.

Definition of coma, types, classification. Comas in somatic and infectious diseases in children. Hyper- and hypoglycemic coma: clinical picture, differential diagnosis, emergency care.

Topic 7. Emergency conditions under the influence of external factors in children.

External factors, classification. The effect of chemical warfare agents, the effect of radiation on the child's body. Clinical signs, management tactics, emergency care. Burns, frostbite, drowning; electric shock; insect and snake bites; acute exogenous poisoning: main clinical signs, algorithms of actions, emergency care at the prehospital stage.

Topic 8. Vomiting and diarrhea in children. Emergency care for dehydration.

Emergency care for dehydration. Acute non-communicable and infectious diseases as a cause of vomiting and diarrhea in children. Therapy and emergency care. Diagnosis and therapy of acute disorders of water-electrolyte metabolism. A differentiated approach to rehydration therapy.

Principles for calculating the volume and composition of infusion therapy for dehydration in children.

Topic 9. Fever and convulsive syndrome in children.

The concept and causes of fever in children. Emergency care at the prehospital and hospital stages. Convulsive syndrome: causes of occurrence in children of different ages, an algorithm of emergency care actions in case of seizures of various etiologies.

Topic 10. Palliative care in pediatrics. The problem of pain.

The concept of palliative medicine, features of palliative care for children. Classification and clinical picture of pain in children. Pain assessment scales in children of different ages. The use of non-pharmacological and pharmacological methods of pain treatment in children. Application features for narcotic analgesics in palliative pediatric practice.

STRUCTURE OF THE SELECTIVE DISCIPLINE

Topics	***Number of hours***			
	Total	*Lectures*	*Practical classes*	*SIW*
1. Cardiopulmonary resuscitation in children of different ages.	9	-	3	6
2. Emergency conditions for respiratory diseases. Methods of respiratory support in children.	9	-	3	6
3. Emergencies in pediatric cardiology.	9	-	3	6
4. Emergencies in pediatric	9	-	3	6

allergology.				
5. Shock in childhood. Acute bleeding in children.	9	-	3	6
6. Comas in children.	9	-	3	6
7. Emergency conditions under the influence of external factors in children.	9	-	3	6
8. Vomiting and diarrhea in children. Emergency care for dehydration.	9	-	3	6
9. Hyperthermic and convulsive syndromes in children.	9	-	3	6
10. Palliative medicine in pediatrics. The problem of pain.	9	-	3	6
TOTAL IN DISCIPLINE	**90**	**0**	**30**	**60**

Type of control: differentiated exam

THEMATIC PLAN OF PRACTICAL CLASSES

No	***Topics***	***Number of hours***
1.	Cardiopulmonary resuscitation in children of different ages.	3
2.	Emergency conditions for respiratory diseases. Methods of respiratory support in children.	3
3.	Emergencies in pediatric cardiology.	3
4.	Emergencies in pediatric allergology.	3
5.	Shock in childhood. Acute bleeding in children.	3
6.	Comas in children.	3
7.	Emergency conditions under the influence of external factors in children.	3
8.	Vomiting and diarrhea in children. Emergency care for dehydration.	3
9.	Hyperthermic and convulsive syndromes in children.	3
10.	Palliative medicine in pediatrics. The problem of pain.	3
Total by discipline		**30**

STUDENT'S INDEPENDENT WORK

No.	***Content of work***	***Number of hours***
1.	Preparation for practical classes.	30
2.	Development of practical skills (simulation training).	30
TOTAL BY DISCIPLINE		**60**

TEACHING METHODS

Traditional and modern methods are used: lectures, case methods, problem-based learning, simulations, interactives, LIKAR_NMU platform, etc.

When studying the elective discipline "EMERGENCY CONDITIONS IN PEDIATRICS", varieties of teaching methods recommended for higher education are used, namely:

− 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 (determination of the general condition of the patient and the main signs of the disease), synthetic (clarification of the relationship between the main signs of diseases, determination of optimal measures for diagnosis, treatment and prevention), their combination - analytical-synthetic, as well as inductive method, and deductive methods;

− by the level of independent mental activity: problem, partially searching, exploratory.

Combining and generalizing the above teaching methods, when studying the discipline, it is advisable to introduce such methods of organizing educational classes as:

- method of clinical cases,
- problem-oriented method,
- the method of individual educational and research and practical tasks,
- the method of competitive groups,
- method of training technologies,
- the method of "business game",
- the method of "brainstorming",
- a method of holding conferences using interactive, interdisciplinary and information and computer technologies.

Practical classes according to the methodology of 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 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;
- determination of a preliminary clinical diagnosis;
- determination of therapeutic tactics;
- provision of emergency medical care;

- solving situational problems;
- practicing practical skills on dummies;
- maintaining medical records.

Independent work of a student

It is performed by the student independently outside of classroom classes and includes preparation for a practical lesson, search and study of additional literature, and also includes the development of practical skills in the simulation room.

METHODS AND FORMS OF CONTROL, DISTRIBUTION OF POINTS RECEIVED BY STUDENTS, ASSESSMENT

Control methods

Theoretical knowledge:

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

Practical skills and abilities:

- control over the implementation of practical skills standardized according to the methodology provided for by the student's plan of practical training in the discipline:
- analysis of laboratory and instrumental studies;
- performing medical manipulations in pediatrics;
- providing assistance in emergencies in newborns using dummies.

Forms of control

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

Differentiated exam

It is carried out at the last class by the teacher of the academic group to the student based on the results of his studies as a sum of points on a 200-point scale with the appropriate conversion on a traditional scale.

Control over the implementation of independent work, which is provided for in the topic along with classroom work, and control over the acquisition of practical skills on the relevant topic of the lesson is carried out during the current control of the topic at the corresponding classroom lesson.

REGULATIONS FOR ASSESSING THE CURRENT PERFORMANCE OF STUDENTS

Current control is carried out at each practical lesson in accordance with specific goals on each topic, provides for 100% of the survey of students in the group, and evaluation of all the constituent elements of the lesson - test control, control of the implementation of practical skills, solving situational problems. Written performance of tasks in the process of preparing for a practical lesson 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 forms an arithmetic average grade for the lesson, which is converted into points, according to the scale. If the arithmetic mean grade is "2", then this corresponds to 0 points.

Criteria for assessing the level of knowledge of each component of the lesson.

1) The student's readiness for the lesson (initial stage) is checked based on the answer to **10 test tasks** using the LIKAR_NMU platform.

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

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

– A grade of "5" is given in the case when the student gives accurate and clear answers without any leading questions; teaches the material without errors and inaccuracies;

– The grade "4" is given when the student knows the content of the lesson and understands it well, the answers to the questions are presented correctly, consistently and systematically, but they are not complete, although the student answers additional questions without errors;

– The grade "3" is given to the student on the basis of his knowledge of the main content of the lesson and with a satisfactory level of his understanding, gives answers with the help of leading questions, but answers directly posed questions correctly.

– The grade "2" is given in cases where the student's knowledge does not meet the requirements of the grade "3 points";

3) Formation of professional competencies.

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

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

– Grade "3" is given to a student when he/she analyzes and applies the results obtained to solve practical problems with individual errors; determines a clinical diagnosis in a typical course of the disease; prescribes generally correct, but not complete treatment and/or with minor errors; demonstrates satisfactory knowledge of emergency care;

– The grade "2" is given in cases where the student is not able to make decisions and act in typical clinical situations, is not able to determine the clinical diagnosis, and 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 when the student correctly and completely solves a complex situational problem, gives comprehensive answers to all the questions posed.

– The grade "4" is given when the student correctly solves a complex situational problem, but can make some insignificant mistakes, which he corrects by himself.

– The grade "3" is given to a student who, with some mistakes, solves a situational problem, experiencing difficulties in simple cases; is not able to systematically present the answer on his own.

– A grade of "2" is given if the student has obvious difficulties in solving situational problems, gives incorrect answers to questions.

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

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

Differentiated credit is carried out at the last class by the teacher of the academic group of students according to the results of the current control with the corresponding conversion of the sum of points into the traditional assessment and on the ECTS scale.

DISTRIBUTION OF POINTS,

which are assigned to students when evaluating the discipline

No. s/p	***Topics***	***Number of points corresponding to the***

		traditional assessment			
		«5»	*«4»*	*«3»*	*«2»*
1.	Cardiopulmonary resuscitation in children of different ages.	20	16	12	0
2.	Emergency conditions for respiratory diseases. Methods of respiratory support in children.	20	16	12	0
3.	Emergencies in pediatric cardiology.	20	16	12	0
4.	Emergencies in pediatric allergology.	20	16	12	0
5.	Shock in childhood. Acute bleeding in children.	20	16	12	0
6.	Comas in children.	20	16	12	0
7.	Emergency conditions under the influence of external factors in children.	20	16	12	0
8.	Vomiting and diarrhea in children. Emergency care for dehydration.	20	16	12	0
9.	Hyperthermic and convulsive syndromes in children.	20	16	12	0
10.	Palliative medicine in pediatrics. The problem of pain.	20	16	12	0
Total points per discipline		**Maximal score – 200 points**			
		Minimal score – 111 points			

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

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

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

National scale score	Score in points	ECTS score	Explanation
Excellent	170-200	A	**Excellent** (excellent performance with only a small number of errors)
Good	155-169	B	**Very good** (above average with a few mistakes)
	140-154	C	**Good** (generally correct execution with a certain number of significant errors)
Satisfactory	125-139	D	**Satisfactory** (with a significant number of flaws)
	111-124	E	**Sufficient** (performance meets minimum criteria)
Unsatisfactory	60-110	FX	**Unsatisfactory** (reassembleable)
	1-59	F	**Unsatisfactory** (with mandatory re-study of the discipline)

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

Points in the discipline	Rating on a four-point scale
From 170 to 200 points	5
From 140 to 169 points	4
From 139 to 111 points	3
110 points and below	2

TOOLS FOR DIAGNOSING LEARNING SUCCESS

The following tools are used to diagnose the success of training:

1. Format A test tasks
2. Structured tasks for written work
3. Practical tasks to test the mastery of practical skills
4. Situational tasks.

The development of test control questions, the formation of structured tasks for written works, situational tasks for interviews and practical tasks used to diagnose the success of learning is based on the list of questions and practical skills that the student must master when studying the discipline.

LIST OF QUESTIONS ON ELECTIVE DISCIPLINE

"EMERGENCIES IN PEDIATRICS"

1. Modern standards for cardiopulmonary resuscitation in children.
2. The main diagnostic criteria and emergency therapy for acute respiratory failure in children.
3. Methods of respiratory support in children.
4. Causes, main criteria for diagnosing and providing emergency care for acute heart failure.
5. Emergency care for angioedema in vital areas and anaphylactic shock in children.
6. Emergency therapy of shock states in children.
7. Comas in somatic and infectious diseases in children, emergency care.
8. Clinical signs, algorithm of actions, emergency care under the influence of external factors in children.
9. Emergency care in the prehospital and hospital stages in case of hyperthermic and convulsive syndromes in children.
10. Organization and features of palliative care for children.

THE LIST OF PRACTICAL SKILLS, THE ASSIMILATION OF WHICH IS MONITORED DURING THE CURRENT CONTROL:

1. Identify the child's emergent condition.
2. Assess the patient's condition.
3. Determine the main vital signs (heart rate, respiratory rate, SpO2, etc.).
4. To carry out indirect heart massage, artificial ventilation without special equipment.
5. Carry out pulse oximetry.
6. Perform indirect heart massage, artificial ventilation with a mask and an Ambu bag.
7. Provide oxygen therapy.
8. To carry out emergency volemic support for shocks in children.
9. Interpret the data of laboratory and instrumental examinations.
10. To master the technique of parenteral administration of drugs.

COURSE POLICY

Mandatory observance of academic integrity by students, namely:

- independent performance of all types of work, tasks, forms of control provided for by the work program of this academic discipline;
- links to sources of information in case of use of ideas, developments, statements, information;
- compliance with the norms of legislation on copyright and related rights;
- providing reliable information about the results of their own educational (scientific) activities, research methods used and sources of information.

METHODOLOGICAL SUPPORT

Methodological support of practical classes:

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

algorithms of treatment and emergency care (in accordance with the standards of evidence-based medicine)

algorithms for performing practical skills, medical manipulations, videos

results of laboratory and instrumental research methods

dummies, phantoms, etc.

simulators, electronic reference books, computers with appropriate information support

Methodological support for students' independent work:

1. Methodological recommendations for preparation for practical classes.
2. Methodological instructions for the implementation of practical skills.
3. Options for tasks for independent work of students.

RECOMMENDED READING

1. Emergency conditions in pediatrics: teaching aids for independent work of higher medical schools. IV level of accreditation / Y. V. Marushko, M.I. Borisenko, A.O. Pisarev, G. G. Shef – Kyiv: FOP Starozhuk, **2023**. – 328 p.
2. Pediatrics of Maydannyk: textbook. In 3 books. Book. 1. Diseases of young children, pediatric nephrology, children's hematology /acad. V. G. Maydannyk, prof. I. O. Mityuryaeva-Korniyko, prof. A. V. Churylina, prof. T. P. Borysova, assoc. L. P. Glebova; ed. prof. I. O. Mityuryaeva-Korniyko – Lviv: Magnolia 2006 Publishing House, **2025.** – 484 p. : ill.
3. Pediatrics : in 3 vols: textbook for students of higher medical institutions of the IV level of acred. /Artemenko E. O., Babajanyan O. M., Belousova, O. Y. et al.; ed. Katilova O. V., Varzarya A. V., Valiulis A., Dmitriev D. V.]. — Vinnytsia: Nova Kniga, **2023**.
4. Pediatrics (neonatology, hematology, endocrinology): Educational and methodological manual. // Edited by O.P. Volosovets. Kyiv: Medprint, **2023**.- 432p
5. Clinical Pediatrics: Textbook [V.M. Dudnyk, I.I. Andrikevych, R.I. Mantak et al.]; ed. prof. V.M. Dudnyk. – Vinnytsia: Nova Kniga, 2021. - 648 p. (in Russian).
6. Neonatology: textbook in 3 vols./ [T.K.Znamenska, Yu.G.Antipkin, M.L.Aryaev et al.]; ed. T.K.Znamenska.-Lviv:Publisher Marchenko T.V., 2020.
7. Infectious diseases in children: textbook / S.O. Kramarev and O.B. Nadraga, O.R. Buts et al.; edited by Prof. S.O. Kramareva, Prof. O.B. Nadraga. – 3rd ed., revised and supplemented. – Kyiv: VSV "Medicine", **2023**. — 439
8. Fundamentals of Pediatrics according to Nelson: in 2 volumes. Volume 1 / Karen J. Markdante, Robert M. Kligman; translation of the 8th English. edition. Scientific editors of the translation V.S. Berezenko, T.V. Pochynok. Kyiv: VSV "Medicine", (2020). T1-378p., T2- 426 p.
9. Nelson textbook 21st Edition by Robert M. Kliegman, MD, Joseph St. Geme, Nathan J. Blum, Samair S. Shan, Robert C. Tasker, Karen M. Wilson, Richard E. Behrman Publisher: Elsevier, (2020). 848 p. ISBN 978032351145

Information resources

1. Information resource of the Ministry of Health of Ukraine moz.noreply@gmail.com
2. https://www.dec.gov.ua/cat_mtd/pediatriya/
3. Normative and methodological materials. https://www.dec.gov.ua/cat_mtd/normativni-ta-metodichni-materiali/
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5. International sources. https://www.dec.gov.ua/cat_mtd/mizhnarodni-dzherela/
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