

**INTERNATIONAL HIGHER SCHOOL OF MEDICINE
DEPARTMENT PEDIATRICS**

SYLLABUS

Follow-up of Children with Chronic Conditions in the Outpatient Clinic

(ELECTIVE COURSE)

2025-2026 academic year
for students of medical faculty
10 semester

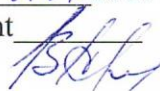
2,0 credits (60 h, including auditoria- 32 h, independent work – 28 h)

Lecturer: **Najimidinova Gulmira**
+996700160061 phone (Whatsapp)
Email: tashaliev nag@gmail.com

Zoom

Venue:
Practical **Najimidinova Gulmira**
classes: +996700160061 phone (Whatsapp)
Email: tashaliev nag@gmail.com

Venue: City Children's Hospital, Baytik Batyra 8A/1 street

The Syllabus is considered
at the meeting of the department of Pediatrics
Protocol № 02 dated 01.09.2025
Head of the department 

Course Objective: The purpose of mastering the educational discipline **Children's diseases** is formation students have the skills and practical skills to sort emergency conditions, providing emergency and inpatient medical care to children with the most common diseases.

After study of the discipline the student must:

Knowledge:

- indications and contraindications for certain acute and chronic illnesses in children requiring non-drug therapy; principles for developing non-drug therapy plans for patients with various medical conditions.
- The etiology, pathogenesis, clinical and laboratory picture, treatment principles, and the influence of various factors on the course of diseases requiring patient self-monitoring;
- prognosis and key aspects of diseases requiring patient self-monitoring;
- methods, organizational principles, and standard programs for educating patients and their families on disease self-management

Skill:

- Provide recommendations on the use of spa treatment for sick adults and children with various diseases; prescribe appropriate non-drug therapy packages and other physical methods for patients, taking into account the form, stage, and course of the disease.
- Assess and measure health indicators for patients with conditions requiring self-monitoring;
- train patients and their families on monitoring basic health indicators for conditions requiring self-monitoring;
- adapt disease self-monitoring training programs based on key patient indicators.

Attitude:

- Basic elements of exercise therapy, physiotherapy, and simple non-drug treatment methods;
- skills in using non-drug therapy and other methods in children requiring spa treatment;
- skills in formulating non-drug treatment plans for patients with various medical conditions, and accurately assessing the tolerability, adequacy, and effectiveness of the interventions.
- The ability to identify various factors influencing the course of diseases requiring patient self-monitoring;
- the ability to identify key aspects of diseases requiring patient self-monitoring

Prerequisites:

- proppediatrics
- Pediatrics
- Pediatric surgery
- Children's infectious diseases

Post-requisites.

- Childhood diseases
- Postgraduate training

Plan of lectures

№	Theme of lecture	Hours	Date
Unit 1 “Outpatient care for young children”			
1.	Organization of the physician work with children at the outpatient clinic	2	
2.	Management of the newborn at the outpatient clinic	2	
3	Nutritional disorders	2	
4	Respiratory diseases	2	
Unit 2“Outpatient care for school-age children”			
5	Chronic diseases of children with GIT and liver pathology	2	
6	Diabetes. Chronic kidney disease	2	
	Total	12	

THEMATIC PLAN OF PRACTICAL CLASSES

Plan of practical lessons of Unit 1 “Outpatient care for young children”

№	Theme of practical class	Hours	Date
1.	Home Visits for Newborns	2	

2.	Anemia. Malnutrition in children	2	
3.	Respiratory diseases	2	
4	Emergency care for children	2	
5	Module	2	
	Total	10	

Plan of practical lessons of Unit 2 “Outpatient care for school-age children”

№	Theme of practical class	Hours	Date
1.	Management of Chronic gastrointestinal and liver diseases	2	
2.	Management of Vasculitis	2	
3.	Management of Diabetes	2	
4	Management of Chronic kidney diseases	2	
5	Module	2	
	The whole	10	

THEMATIC PLAN OF INDEPENDENT WORK OF STUDENTS

Thematic plan of independent work for students – PPT 5-6 slides with picture or video. Student with his partner should prepare a clinical case on choice of topic

№	Theme of independent work	Work with PPT	Reading	Date
Unit1	1. Newborns with infectious conditions	3h	3h	
	2. Delivering care to children in vulnerable situation	3h	3h	
Unit 2	1. Adolescent with delayed puberty	3h	4h	
	2. Adolescent with emotional and behavioral problems	3h	4h	

Necessary educational and scientific literature

Basic :

1. Pocket Book of Primary health care for children and adolescents 2022
2. Kliegman R.M., Geme III J.W. Nelson textbook of pediatrics.Vol.1.-21th ed. 2020
3. Ghai O.P., Paul V.K, Bagga A. Essentials of pediatrics.-8th ed. 2013
4. Rafikova S., Alekseev V. Children`s Nutritional Abnormalities 2013
5. Kliegman R.M., Geme III J.W. Nelson textbook of pediatrics.Vol.1.-21th ed., 2020
6. Pervez A.K. Basis of Pediatrics, 10th edition, 2020
7. WHO, Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources 2013
8. WHO, Emergency Triage Assessment and Treatment (ETAT). Manual for participants, 2005

Additional:

1. Guidelines for health promotion, disease prevention and management from the newborn period to adolescence
2. Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources. WHO, 2005
3. Rudolph`s Pediatrics 23rd edition 2011
4. Care of the Newborn, 9th edition , 2021

Grading policy and procedures for all types of work

For the period of studying the discipline, the student gains points for the relevant parameters (per unit):

current score - 40 points

independent work - 20 points

control score (final assessment of knowledge per unit) - 40 points

Maximum score - 100 (40+20+40)

Grading system for student's achievements

Criteria for grading for the discipline				
Maximum score	Intervals			
	«unsatisfactory»	«satisfactory»	«good»	«excellent»
Current control - 40	0-23	24-30	31-35	36-40
Interval Criteria	Does not complete the task, does not know and does not understand the lecture material of the lesson, which prevents further assimilation of the program; cannot apply the acquired knowledge to solving situational problems, test questions. Does not answer teacher's questions. Does not have practical skills when examining a patient	Performs the task not in full, has gaps in the assimilation of lecture material, has difficulty in applying knowledge to solve situational problems, test questions; does not fully and accurately answer the questions of the teacher. When examining a patient, he has poor practical skills	Completes the task in full, knows the lecture material, but sometimes makes mistakes when solving situational problems and test questions, understands the main content of the lecture material, gives correct answers to the teacher's questions. When examining a patient, he partially possesses practical skills	Completes the task in full, easily applies knowledge and skills in solving situational problems and test questions, rarely makes mistakes, gives complete and correct answers to the teacher's questions. When examining a patient, he has full practical skills
Independent work - 20	0-11	12-14	15-17	18-20
Interval Criteria	Presentation, report, table, situational task is missing	The content of the presentation, report, tables partially correspond to the given topic, the sequence of presentation of theoretical issues is violated: etiology, pathogenesis, epidemiology, clinic, differential diagnosis, laboratory diagnosis, treatment and prevention. Situational tasks contain little description of a clinical case	The content of the presentation, report, tables does not fully correspond to the given topic, the sequence of presentation of theoretical issues (etiology, pathogenesis, epidemiology, clinic, differential diagnosis, laboratory diagnosis, treatment and prevention) is not fully preserved. Situational tasks incompletely contain a description of a clinical case	The content of the presentation, report, tables correspond to the given topic, the sequence of presentation of theoretical issues (etiology, pathogenesis, epidemiology, clinic, differential diagnosis, laboratory diagnosis, treatment and prevention) is fully preserved. Situational tasks contain a description of the clinical case in its entirety
Module - 40	0-23	24-30	31-35	36-40
Interval Criteria	Does not know the answers to test questions and situational tasks	Poor knowledge of answers to test questions and situational tasks	Knows well the answers to test questions and situational tasks	Knows the answers to test questions and situational tasks
	The number of correct answers to MCQs is 49% or less	The number of correct answers to MCQs is 50%-75%	The number of correct answers to MCQs is 76%-89%	The number of correct answers to MCQs is more than 90%

Unit 1.
Organization of the physician work with children at the outpatient clinic

Key questions covered in lesson #1

1.1 Organization of the physician work with children at the outpatient clinic

1. Organization of outpatient-polyclinic assistance to children
2. The role of medical workers in the development of healthy children.
3. The Medical Card development of the child (girls and boys)
4. The health of the children
 - A. The nutrition of the child (EBF, BF, complementary foods)
 - B. Child development (physical and mental development)
 - C. Exercises for Growth

Recommended reading

1. <https://apps.who.int/iris/bitstream/handle/10665/352485/9789289057622-eng.pdf?sequence=2&isAllowed=y>, Chapter 1-3
2. Growth record (boys and girls)/ WHO
3. Child Growth Standards. Measuring a Child's Growth. Measure weight/length/ height. WHO.
4. Guiding principles for complementary feeding of the breastfeed child. www.paho.com

Key questions covered in lesson #2

1.2 Management of the newborn at the outpatient clinic

1. General assessment of the status of the newborn child.
2. The main principles of care for the newborn
3. Care of the newborn having problems at the outpatient level
4. The danger signs of newborns

Recommended reading :

1. <https://apps.who.int/iris/bitstream/handle/10665/352485/9789289057622-eng.pdf?sequence=2&isAllowed=y>, Chapter 5
2. Guidelines for the management of common illnesses with limited resources. WHO, 2005. [http : www.euro.who.int/pubrequest](http://www.euro.who.int/pubrequest)

Key questions covered in lesson #3

1.3 Emergency help to children

1. Triage
2. Primary steps of management emergency conditions

Recommended reading :

1. <https://apps.who.int/iris/bitstream/handle/10665/352485/9789289057622-eng.pdf?sequence=2&isAllowed=y>, Chapter 5
2. Guidelines for the management of common illnesses with limited resources. WHO, 2005.
3. Pocket book of hospital care for children, 2013

Key questions covered in lesson #4 – Module1 – MCQ. All questions UNIT1

Unit 2

Management of chronic diseases of childhood on outpatient clinic

Key questions covered in lesson #5.

2.1. Management of stomach ulcer and bulbs 12 duodenal ulcer

Practical lesson – 2 hours

1. Etiology and pathogenesis of stomach ulcer and bulbs 12 duodenal ulcer
2. Symptoms and course of illness
3. Differential diagnosis
4. Surveillance and anti-relapse treatment, advice on nutrition.
5. Analysis of clinical cases

Recommended reading:

1. **Pocket Book of Primary health care for children and adolescents,2022**

2. <https://www.who.int/europe/publications/i/item/9789289057622>
3. Rudolph's Pediatrics 23rd edition, 2011

Key questions covered in lesson #6.

2.2 Management of rheumatism in children

Practical lesson – 2 hours

1. Classification
2. Symptoms and course of illness
3. Differential diagnosis
4. Surveillance and anti-relapse treatment
5. Analysis of clinical cases

Recommended reading:

1. Nelson. Textbook of pediatrics. 20th edition.
2. O.P. Ghai. Essential Pediatrics- 10th Edition, chapter 16
3. Pervez. Basis of pediatrics – 10th Edition, chapter 10
4. WHO guideline on the prevention and diagnosis of rheumatic fever and rheumatic heart disease
5. Consensus Guidelines on Pediatric Acute Rheumatic Fever and Rheumatic Heart Disease; Indian Academy of Pediatrics (shared in google classroom)

Key questions covered in lesson #7.

2.3 Management of chronic nephritis in children

Practical lesson – 2 hours

1. Classification of chronic nephritis
2. Symptoms and course of illness
3. Differential diagnosis
4. Surveillance and anti-relapse treatment
5. Analysis of clinical cases

Recommended reading:

1. Kidney Disease: Improving Global Outcomes (KDIGO) CKD work group. KDIGO 2012 clinical practice guideline for the evaluation and management of chronic kidney disease. *Kidney Int Suppl* 2013; 3: 1–150 [[Google Scholar](#)]
2. Kidney Disease: Improving Global Outcomes (KDIGO) Glomerulonephritis Work Group. KDIGO clinical practice guideline for glomerulonephritis. *Kidney Int Suppl* 2012; 2: 139–274 [[Google Scholar](#)]
3. Seikaly MG, Salhab N, Gipson D et al.. Stature in children with chronic kidney disease: analysis of NAPRTCS database. *Pediatr Nephrol* 2006; 21: 793–799 [[PubMed](#)] [[Google Scholar](#)]
4. O.P. Ghai. Essential Pediatrics- 10th Edition
5. Pervez. Basis of pediatrics – 10th Edition

Key questions covered in lesson #8.

2.4 Management of diabetes in children

Practical lesson – 2 h

1. To know the diagnostic criteria for emergency situations and the formulation of a diagnosis.
2. To define the tactics of emergency services, the volume of medical interventions at the pre-hospital stage.
3. Surveillance and anti-relapse treatment
4. To know algorithms of actions in the main syndromes that poses a direct threat to the life of the child.

Recommended reading:

1. O.P. Ghai. Essential Pediatrics- 10th Edition
2. Pervez. Basis of pediatrics – 10th Edition
3. ISPAD Clinical Practice Consensus Guidelines 2014 Compendium Diabetic ketoacidosis in children and adolescents with diabetes *Pediatric Diabetes* 2014; 15(Suppl. 20): 154–179
https://c.ymcdn.com/sites/www.ispad.org/resource/resmgr/Docs/CPCG_2014_CHAP_11.pdf
4. Assessment level of consciousness – Glasgow coma scale
5. Calculation fluid and hourly rate for transfusion in different degree of dehydration in DKA

https://www.youtube.com/watch?v=r2tXTjb7EqU&ab_channel=AlilaMedicalMedia

https://www.youtube.com/watch?v=cD6ZL91CUMo&ab_channel=OPENPediatrics insulin DKA

https://www.youtube.com/watch?v=5T0q0DMAzbY&ab_channel=NEJMvideo – rehydration DKA

https://www.youtube.com/watch?v=fSYFsrurYKI&ab_channel=OPENPediatrics – development of T1DM

Key questions covered in lesson #9- Module 2.- MCQ – All questions UNIT2

Methodological instructions for the implementation of independent work on the discipline

Each student of group must prepare project of THE ONE THEME consisting of 10 slides with less text and in view pictures, scheme, charts

The first slide should include “IHSM”, “Department of pediatrics”, “the theme of presentation”, “the full name of the student”, group, semester, “the data of teacher”, the filing date, and the last slide - list of references, resources.

Assessment of Independent work includes: design, content, and answering.