INTERNATIONAL HIGHER SCHOOL OF MEDICINE
DEPARTMENT PEDIATRICS

SYLLABUS

INFANT DISEASES

2026-2027 academic year
for students of medical faculty
3 course 10 semester, groups ___
3,0 credits (90 h, including auditorial 48 h, independent work – 42 h)

Lecturer: **Rafikova Sophia**
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Zoom

Venue:
Practical classes:

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Venue: **National center of Maternity and childhood welfare**

The Syllabus is considered
at the meeting of the department of _____
Protocol №___1__dated___26/08/2026
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:

- Indicators of biochemical and clinical studies confirming the diagnosis
- Basic algorithms for the treatment of common acute and exacerbations of chronic diseases that are not accompanied by a threat to the patient's life and do not require emergency medical care
- Etiology, pathogenesis, clinical and laboratory criteria, principles of treatment of urgent and life-threatening conditions

Be able to:

- Analyze the results of biochemical and clinical studies to highlight the main criteria confirming the clinical diagnosis
- Choose appropriate basic algorithms for the treatment of common acute and exacerbations of chronic diseases that are not accompanied by a threat to the life of the patient and do not require emergency medical care
- Diagnose emergency and life-threatening conditions and determine the basic principles of first aid

Own:

- Skills of reasoned substantiation of clinical diagnosis
- Skills in applying basic algorithms for the treatment of common acute and exacerbations of chronic diseases that are not accompanied by a threat to the patient's life and do not require emergency medical care
- Skills in determining the scope of first aid in urgent and life-threatening conditions

Attitude: to inform and demonstrate understanding of questions

Prerequisites:

- Anatomy (macro- microanatomy)
- normal physiology
- Pathological anatomy
- pathological physiology
- Biochemistry
- proppediatrics
- Pediatrics
- Pediatric surgery
- Children's infectious diseases

Postrequisites:

- State exam
- Postgraduate studies

THEMATIC PLAN OF LECTURES

№	Lecture	Hours	Date
1.	Triage of emergency conditions in children.	2	
2.	Principles of emergency care for children with serious conditions.	2	
3.	Basic newborn care. Danger signs in newborns and young infants.	2	
4.	Neonatal resuscitation	2	
5.	Management of underlying diseases in neonates and young infants	2	
6.	Respiratory diseases in children.	2	
7.	Febrile conditions in children.	2	
8.	Immunoprophylaxis	2	
	Total	16	

THEMATIC PLAN OF PRACTICAL CLASSES

№	Theme of practical class	Hours	Date
1.	Stages of management of sick children in a hospital	4	

2.	Emergency care for respiratory disorders	4	
3.	Emergency care for shock, coma, convulsions, dehydration	2	
	Unit Control #1	2	
4.	Basic newborn care. Danger signs in newborns and young infants.	2	
5.	Neonatal resuscitation	2	
6.	Management of underlying illnesses in neonates and young infants	2	
7.	Unit Control #2	2	
8.	Respiratory diseases in children.	4	
9.	Febrile conditions in children.	4	
10.	Severe acute malnutrition in children.	2	
11.	Unit Control #3	2	
	Total	32	

THEMATIC PLAN OF INDEPENDENT WORK OF STUDENTS

№	Theme of independent work	Hours	Date
1.	Management of children with strange or more withdrawn and less alert behavior	1hrs	
2.	Management of children with no response when you talk with your child	1hrs	
3.	Management of children with unconsciousness child	1hrs	
4.	Management of children with rhythmic jerking (a seizure)	1hrs	
5.	Management of children with increasing effort or trouble with breathing.	1hrs	
6.	Management of children with skin or lips that look blue, purple, or gray.	1hrs	
7.	Management of children with neck stiffness with fever.	1hrs	
8.	Management of children with increasing or severe persistent pain	1hrs	
9.	Management of children with ingested poisoning.	1hrs	
10.	Management of children with poisoning in contact with skin or eyes	1hrs	
11.	Management of children with poisoning in contact with eyes	1hrs	
12.	Management of children with inhaled poisoning higher dose salbutamol	1hrs	
13.	Management of children with specific poisoning paracetamol	1hrs	
14.	Management of children with aspirin	1hrs	
15.	Management of children with insect baiting	1hrs	
16.	Management of children with drowing	1hrs	
17.	Intrauterine Growth Restriction	1hrs	
18.	Newborn screening	1hrs	
19.	Possible complications of neonatal asphyxia	2hrs	
20.	Respiratory distress syndrome in newborns	2hrs	
21.	Meconium aspiration	2hrs	
22.	Transitional tachypnea of newborns	2hrs	
23.	Diaphragmatic hernia in newborns	2hrs	
24.	Surfactant in prophylaxis and treatment of respiratory distress	2hrs	
25.	TORCH infections: congenital syphilis	2hrs	
26.	Necrotizing enterocolitis (NEC)	2hrs	
27.	Imunization on schedule	2hrs	
28.	Modern approaches in the treatment of bronchial asthma in children	2hrs	
29.	Conducting and interpreting spirographs in children.	2hrs	
30.	Atypical pneumonia in children	2hrs	
	Total:	42hrs	

Recommended reading for the discipline:

No.	**Authors**	**Title**	**The year of publishing**	**publishing house**	**Availability in the IHSM library (number)**
1	Kliegman RM, Geme III JW	Nelson textbook of pediatrics.Vol.1.-21th ed.	2020	9 996 128 296	50
2	Ghai OP, Paul VK, Bagga A.	Essentials of pediatrics.-8th ed.	2013	978-81-239-2334-5	9

3	Behraman RE	Nelson essentials of pediatrics. -4th ed.	2002	0-7216-9406-3	12
4	WHO	Pediatric emergency triage, assessment and treatment: care of critically ill children. updated guideline	2016	9789241510219	http :// www . who . int / maternal _ child _ adolescent / d ocuments / paediatric - emergency - triage - update / en /
5	WHO	Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources	2013	ISBN 924 1546700	http :// www . who . int / maternal_child_adolescent / documents / child_hospital_care / en / _ _ _ _ _ _ _ _
6	WHO	Emergency Triage Assessment and Treatment (ETAT). Manual for participants .	2005	ISBN 924 1546875	https :// apps . who . int / iris / bitstream / handle /10665/43386/ 9241546875_eng . pdf ? sequence =1

Additional:

No.	Authors	Title	The year of publishing	publishing house	Availability in the IHSM library (number)
1	WHO	Integrated Management Childhood Illnesses	2014	ISBN 978 92 4 150682 3	http :// apps . who . int / iris / bitstream / handle / 10665/104772/ 9789241506823_ Chartbook_eng . pdf ; sequence =16
2	Kroger A, Bahta L, Long S, Sanchez P	General Best Practice Guidelines for Immunization	2013	ISBN 978 92 4 150682 3	https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/downloads/general-recs.pdf
3	Mark W. Kline	Rudolph's Pediatrics	2011	978-1-259-58859-4	
4	Meharban Singh	Care of the Newborn	2021	9390709253	

Grading policy and procedures for all types of work

Fund of assessment funds for intermediate certification as part of the teaching and learning department (Children's diseases, 10 semester).

Procedures and evaluation criteria:

Evaluation of the student's educational achievements for all types of control (current control of progress and intermediate certification) is carried out according to the point-rating system.

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

a. Current control - 40
b. SRS - 20
c. Line control (module) - 40

Total 100 points (40+20+40)

For violations of the policy of conduct, the total score for the discipline is reduced by a maximum of 5 points.

Student Achievement Assessment System

Criteria for grading for the discipline				
Maximum score	Intervals			
	"unsuccessful."	" satisfying ."	"Fine"	"Great"

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 are 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
Line control (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

Conduct Policy: (lateness, absence, behavior in the auditorium, late submission of work).
- Punctuality and completion of tasks.
- Mandatory attendance of classes.
- Attending class in a clean medical uniform.
- Eliminating conversations on a cell phone in the classroom.
- Active participation in the learning process.
- Doing homework on time.
- Academic detention at the time specified by the teacher.

For violations of the Conduct Policy, the total points for discipline might be reduced to 1-5 points.

Academic Ethics Policy.
- Be tolerant, respect the opinions of others.
- Formulate objections in the correct form.
- Constructively support feedback in all classes.
- Plagiarism and other forms of dishonest work are unacceptable. Plagiarism includes the following: the absence of references when using printed and electronic materials, quotes, thoughts and works of other authors or students.

- Prompting and cheating during tests, exams, classes is unacceptable as well as passing an exam for another student, unauthorized copying of materials.
For violations of the Academic Ethics Policy, the total points for the discipline may be reduced to 1-5 points.

Guidelines for the lessons of the discipline
Key questions covered in Unit 1 program content
Practical classes #1: Theme: Stages of management of hospital care for children.

- Pocket book "Hospital care of children" WHO structure and content.
- Triage.
- List and assessment of emergency (7) and priority (12) signs of childhood illnesses.
- Stages (3) of triage and diagnosis.
- Diagnostic assessment of sick child.
- Stages of management of hospital care for children (key moments).

Recommended reading for this discipline.
Basic literature

1. Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources. WHO, 2013. http://www.who.int/maternal_child_adolescent/documents/child_hospital_care/en/
2. Emergency Triage Assessment and Treatment (ETAT). Manual for participants. WHO. 2005. https://apps.who.int/iris/bitstream/handle/10665/43386/9241546875_eng.pdf?sequence=1
3. Pediatric emergency triage, assessment and treatment: care of critically ill children. Updated guideline. WHO. 2016. http://www.who.int/maternal_child_adolescent/documents/paediatric-emergency-triage-update/en/
4. "Essentials of Pediatrics" by OP Ghai, Vinod K Paul and Piyush Gupta (8th edition)
5. "Nelson Textbook of Pediatrics" by Richard E. Behrman, Robert M. Kliegman, Waldo E. Nelson and Victor C. Vaughan (20 edition)

Additional literature:

1. Chart booklet "Integrated Management Childhood Illnesses", WHO. March 2014. http://apps.who.int/iris/bitstream/handle/10665/104772/9789241506823_Chartbook_eng.pdf;sequence=16
2. IMCI Computerized Adaptation and Training Tool (ICATT). 2013 http://www.who.int/maternal_child_adolescent/documents/icatt/en/
3. General Best Practice Guidelines for Immunization. 2014 https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/downloads/general-recs.pdf
4. Essential newborn care course. Participant's workbook. WHO. https://apps.who.int/iris/bitstream/handle/10665/70540/WHO_MPS_10.1_Participants_workbook_eng.pdf?sequence=6
5. "Rudolph's Pediatrics" by Abraham M. Rudolph, Julien IE Hoffman, Colin D. Rudolph and Paul Sagan (latest edition)
6. "Hutchison's Clinical Methods" by M Swash (latest edition)
7. "Care of the Newborn" by Meharban Singh (latest edition)
8. "Pediatrics Clinical Methods" by Meharban Singh (latest edition)

Practical classes #2:Theme: Management of respiratory diseases in children

- Main stages of management of respiratory diseases in children.
- Triage for emergency signs.
- Priority signs assessment.
- Emergency signs of airway obstructions (asphyxia), including foreign body aspiration, severe respiratory distress.
- Algorithm of management and emergency care of children with asphyxia, severe respiratory distress.
- Required medicine calculation on management of emergency conditions, methods of medicine usage, indication for use.

Recommended reading for this discipline
Basic literature

1. Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources. WHO, 2013. http://www.who.int/maternal_child_adolescent/documents/child_hospital_care/en/
2. Emergency Triage Assessment and Treatment (ETAT). Manual for participants. WHO. 2005. https://apps.who.int/iris/bitstream/handle/10665/43386/9241546875_eng.pdf?sequence=1
3. Pediatric emergency triage, assessment and treatment: care of critically ill children. Updated guideline. WHO. 2016. http://www.who.int/maternal_child_adolescent/documents/paediatric-emergency-triage-update/en/
4. "Essentials of Pediatrics" by OP Ghai, Vinod K Paul and Piyush Gupta (8th edition)
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3. General Best Practice Guidelines for Immunization. 2014 https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/downloads/general-recs.pdf
4. Essential newborn care course. Participant's workbook. WHO. https://apps.who.int/iris/bitstream/handle/10665/70540/WHO_MPS_10.1_Participants_workbook_eng.pdf?sequence=6
5. "Rudolph's Pediatrics" by Abraham M. Rudolph, Julien IE Hoffman, Colin D. Rudolph and Paul Sagan (latest edition)
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Practical classes #3:Theme: Emergency care of shock, coma, convulsions, dehydration

- Main stages of management of shock, coma, convulsions, dehydration in children.
- Triage of emergency signs.
- Priority signs assessment.
- Emergency signs of shock, differential diagnosis.
- Emergency signs of unconsciousness, dehydration.
- Algorithm of management and emergency care of children with shock, unconsciousness, convulsions, dehydration.
- Required medicine calculation on management of emergency conditions, methods of medicine usage, indication for use.

Recommended reading for this discipline: http :// www . who . int / maternal _ child _ adolescent / d ocuments / paediatric - emergency - triage - update / en /

1. pages: 2 – 17, 20 – 40
2. pages: 3 – 49
3. pages: 18 – 57
4. pages: 708 – 726, 696 – 708
5. pages: 477 – 481, 488 – 489, 516 – 544, 561 - 567

Key questions covered in Unit 2. Problems of newborn and young infants

Practical classes #1. Theme:Routing care for all newborns. Danger sings in newborn and young infants.

- Principle of assessment of newborn child, diagnostic criteria of healthy term and preterm neonate.
- Newborn assessment with Apgar and Silverman score.
- Routing care for all newborns.
- Vaccination after birth.
- Minor clinical problems: physiological jaundice, erythema toxicum, stork bits, Mongolian spots.
- Preterm and low-birth-weight neonates.

Recommended reading for this discipline.

Basic literature:

1. Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources. WHO, 2013. http://www.who.int/maternal_child_adolescent/documents/child_hospital_care/en/
2. Emergency Triage Assessment and Treatment (ETAT). Manual for participants. WHO. 2005. https://apps.who.int/iris/bitstream/handle/10665/43386/9241546875_eng.pdf?sequence=1
3. Pediatric emergency triage, assessment and treatment: care of critically ill children. Updated guideline. WHO. 2016. http://www.who.int/maternal_child_adolescent/documents/paediatric-emergency-triage-update/en/
4. "Essentials of Pediatrics" by OP Ghai, Vinod K Paul and Piyush Gupta (8th edition)
5. "Nelson Textbook of Pediatrics" by Richard E. Behrman, Robert M. Kliegman, Waldo E. Nelson and Victor C. Vaughan (20 edition)

Additional literature:

1. Chart booklet "Integrated Management Childhood Illnesses", WHO. March 2014. http://apps.who.int/iris/bitstream/handle/10665/104772/9789241506823_Chartbook_eng.pdf;sequence=16
2. IMCI Computerized Adaptation and Training Tool (ICATT). 2013 http://www.who.int/maternal_child_adolescent/documents/icatt/en/
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Practical classes #2. Theme: Newborn resuscitation.

- Newborn resuscitation: ABCD.
- Resuscitation at delivery.
- Step-by-step management of neonatal asphyxia.
- Features of resuscitation of meconium stained neonate.
- Calculation of doses of drugs for newborn resuscitation.
- Choosing the method of given drugs, indications for drugs, indication for cessation of resuscitation.

Recommended reading for this discipline

Basic literature:

1. 1.Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources. WHO, 2013. http://www.who.int/maternal_child_adolescent/documents/child_hospital_care/en/
2. Emergency Triage Assessment and Treatment (ETAT). Manual for participants. WHO. 2005. https://apps.who.int/iris/bitstream/handle/10665/43386/9241546875_eng.pdf?sequence=1
3. Pediatric emergency triage, assessment and treatment: care of critically ill children. Updated guideline. WHO. 2016. http://www.who.int/maternal_child_adolescent/documents/paediatric-emergency-triage-update/en/
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2. IMCI Computerized Adaptation and Training Tool (ICATT). 2013 http://www.who.int/maternal_child_adolescent/documents/icatt/en/
3. General Best Practice Guidelines for Immunization. 2014 https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/downloads/general-recs.pdf
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8. "Pediatrics Clinical Methods" by Meharban Singh (latest edition)

Practical classes #3. Theme:Management of the main problems in newborn and young infants.

- Neonatal sepsis and severe bacterial infections in newborns.
- Diagnosis of neonatal sepsis.
- Prevention of congenital and neonatal infections.
- Differential diagnosis of neonatal jaundice.

Recommended reading for this discipline: http :// www . who . int / maternal _ child _ adolescent / d ocuments / paediatric - emergency - triage - update / en /

1. [1] pp. 45-55, 64-65

2. [2] pp. 3-49
3. [4] pp. 124-183
4. [5] pp. 794-801, 844-860

Key questions covered in Unit 3 program content

Practical classes #1: Theme: Respiratory diseases in children

- A child with a cough or difficulty in breathing: features of taking anamnesis, physical examination, laboratory and instrumental investigation.
- Pneumonia: etiology, classification, diagnosis, treatment, complications
- Obstructive diseases of upper respiratory tract in children: false (viral) croup, pharyngeal abscess, foreign body aspiration, epiglotitis, anaphylaxis.
- Obstructive diseases of lower respiratory tract in children: obstructive bronchitis, bronchiolitis, foreign body aspiration, bronchial asthma.
- Principles of diagnosis and therapy of obstructive airway diseases.
- Supportive therapy.
- Monitoring the dynamics of the child's condition.
- Counseling and discharge from the hospital.
- Follow-up after hospital discharge

Recommended reading for this discipline
Basic literature:

1. Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources. WHO, 2013. http://www.who.int/maternal_child_adolescent/documents/child_hospital_care/en/
2. Emergency Triage Assessment and Treatment (ETAT). Manual for participants. WHO. 2005. https://apps.who.int/iris/bitstream/handle/10665/43386/9241546875_eng.pdf?sequence=1
3. Pediatric emergency triage, assessment and treatment: care of critically ill children. Updated guideline. WHO. 2016. http://www.who.int/maternal_child_adolescent/documents/paediatric-emergency-triage-update/en/
4. “Essentials of Pediatrics” by OP Ghai, Vinod K Paul and Piyush Gupta (8th edition)
5. “Nelson Textbook of Pediatrics” by Richard E. Behrman, Robert M. Kliegman, Waldo E. Nelson and Victor C. Vaughan (20 edition)

Additional literature:

1. Chart booklet “Integrated Management Childhood Illnesses”, WHO. March 2014. http://apps.who.int/iris/bitstream/handle/10665/104772/9789241506823_Chartbook_eng.pdf;sequence=16
2. IMCI Computerized Adaptation and Training Tool (ICATT). 2013 http://www.who.int/maternal_child_adolescent/documents/icatt/en/
3. General Best Practice Guidelines for Immunization. 2014 https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/downloads/general-recs.pdf
4. Essential newborn care course. Participant’s workbook. WHO. https://apps.who.int/iris/bitstream/handle/10665/70540/WHO_MPS_10.1_Participants_workbook_eng.pdf?sequence=6
5. “Rudolph’s Pediatrics” by Abraham M. Rudolph, Julien IE Hoffman, Colin D. Rudolph and Paul Sagan (latest edition)
6. “Hutchison’s Clinical Methods” by M Swash (latest edition)
7. “Care of the Newborn” by Meharban Singh (latest edition)
8. “Pediatrics Clinical Methods” by Meharban Singh (latest edition)

Practical classes #2: Theme: "Fever in children"

- A child with a fever.
- Fever lasting 7 days or less.
- Fever lasting longer than 7 days.
- Etiology and pathogenesis of diseases and conditions accompanied by short-term and prolonged fever.
- Differential diagnosis of fever without localizing signs: malaria, sepsis, urinary tract infection, HIV infection, typhoid fever.
- Differential diagnosis of fever with localizing signs: pneumonia, retropharyngeal abscess, sinusitis, SARS, meningitis, ear infection, septic arthritis, osteomyelitis, skin infections.

- Differential diagnosis of fever with rash: viral infections, Dengue hemorrhagic fever.
- Differential diagnosis of fever lasting more than 7 days: abscess, salmonella infection, infective endocarditis, rheumatic fever, tuberculosis, brucellosis.
- Laboratory and instrumental investigations.
- The principles of therapy for febrile conditions.
- Supportive therapy.
- Monitoring of the child's condition.
- Counseling and discharge from the hospital.

Recommended reading for this discipline

Basic literature

1. Pocket book of hospital care for children. Guidelines for the management of common illnesses with limited resources. WHO, 2013. http://www.who.int/maternal_child_adolescent/documents/child_hospital_care/en/
2. Emergency Triage Assessment and Treatment (ETAT). Manual for participants. WHO. 2005. https://apps.who.int/iris/bitstream/handle/10665/43386/9241546875_eng.pdf?sequence=1
3. Pediatric emergency triage, assessment and treatment: care of critically ill children. Updated guideline. WHO. 2016. http://www.who.int/maternal_child_adolescent/documents/paediatric-emergency-triage-update/en/
4. "Essentials of Pediatrics" by OP Ghai, Vinod K Paul and Piyush Gupta (8th edition)
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2. IMCI Computerized Adaptation and Training Tool (ICATT). 2013 http://www.who.int/maternal_child_adolescent/documents/icatt/en/
3. General Best Practice Guidelines for Immunization. 2014 https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/downloads/general-recs.pdf
4. Essential newborn care course. Participant's workbook. WHO. https://apps.who.int/iris/bitstream/handle/10665/70540/WHO_MPS_10.1_Participants_workbook_eng.pdf?sequence=6
5. "Rudolph's Pediatrics" by Abraham M. Rudolph, Julien IE Hoffman, Colin D. Rudolph and Paul Sagan (latest edition)
6. "Hutchison's Clinical Methods" by M Swash (latest edition)
7. "Care of the Newborn" by Meharban Singh (latest edition)
8. "Pediatrics Clinical Methods" by Meharban Singh (latest edition)

Practical classes #3: Theme: "Severe Acute Malnutrition (SAM) in Children"

- Malnutrition in children: aetiology, classification, diagnosis.
- Severe acute malnutrition in children: aetiology, classification, diagnosis.
- Assessment of the physical development of children: a weight-for-length/height.
- Assessment of initial condition Marasmus, kwashiorkor.
- Principles of Therapy (10 Steps) SAM.
- Diet therapy, calculations of volumes and feeding regimes for children with malnutrition.
- SAM comorbidities and their management. Supportive therapy.
- Discharge and follow-up. Monitoring the quality of medical care.

Recommended reading for this discipline: http :// www . who . int / maternal _ child _ adolescent / d ocuments / paediatric - emergency - triage - update / en /

1. pp. 75 – 120, 149 – 193, 197 – 217
2. pp. 3 – 49
3. pp. 209 – 276, 751 – 758
4. pp. 1242 – 1258, 1277 – 1286, 2031 – 2034,

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.