

**DEPARTMENT «PEDIATRICS-1»
DISCIPLINE WORK STUDY PROGRAM (SYLLABUS)**

Educational program «General medicine»

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| 1. General information about the Course | | | |
| 1.1 | Course Code: PChD-3303-1 | 1.6 | Academic year: 2023-2024 |
| 1.2 | Course name: "Propaedeutics of childhood diseases -1" | 1.7 | Year: 3 |
| 1.3 | Prerequisites: Morphology and physiology | 1.8 | Term: V |
| 1.4 | Post-requisites: "Propaedeutics of childhood diseases -2" | 1.9 | Number of credits (ECTS): 4 |
| 1.5 | Cycle: BD | 1.10 | Component: IK |
| 2. Course description | | | |
| Introduction to propaedeutics of childhood diseases. Periods of childhood. Physical development. Questioning and examination of sick children with pathology of the respiratory, cardiovascular, digestive, hepatobiliary, urinary, endocrine, musculoskeletal, nervous systems of different age groups. Methods of physical examination of systems in healthy and sick children. Rules and techniques of palpation, percussion and auscultation of organs of systems in children. | | | |
| 3. Summative assessment form | | | |
| 3.1 | Testing ✓ | 3.5 | Coursework |
| 3.2 | Writing | 3.6 | Essay |
| 3.3 | Oral | 3.7 | Project |
| 3.4 | OSPE / OSCE or Practical Skills Acceptance ✓ | 3.8 | Other (specify) |
| 4. Discipline objectives | | | |
| Formation of a holistic view of research methods, the main symptoms and syndromes of diseases of internal organs and systems, as well as ensuring the achievement of the final results of training in propaedeutics of childhood diseases on the basis of its joint study with fundamental disciplines. | | | |
| 5. Learning outcomes (Course learning outcomes) | | | |
| CL O1 . | Demonstrates knowledge and understanding of anatomical and physiological features of the child's body, the main symptoms and syndromes in the defeat of various systems and organs in children and adolescents, age standards for the functioning of organs and systems in children and adolescents; features of morphofunctional, physiological conditions and pathological processes in various age periods of childhood | | |
| CL O2 . | Conduct physical examination of children and adolescents (examination, palpation, percussion, auscultation, measurement of blood pressure, determination of pulse characteristics, respiratory rate, etc.), assesses their result | | |
| CL O3 . | Analyzes the information received from the examination of a healthy and sick child from patients (parents/ relatives), the results of an objective examination and additional studies of patients to solve professional problems | | |
| CL O4 . | Able to communicate information, ideas, problems and solutions to both specialists and non-specialists, knows the norms of ethics and deontology in communicating with patients, their parents (legal representatives) and the team | | |
| CL O5 . | Applies scientific principles, methods and knowledge in medical practice and research; is capable of continuous self-education and development. | | |

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| 5.1 | Course learning outcomes | The learning outcomes of the EP, which are related to the learning outcomes of the course | | | | |
| | CLO 1 | CLO 1. Demonstrates knowledge and understanding of biomedical sciences for diagnosis, treatment, and dynamic observation of the most common diseases of adults and children. | | | | |
| | CLO 2 | CLO 2. Able to conduct outpatient admission, diagnosis, treatment, dynamic observation and rehabilitation of children and adults, including pregnant women, on the basis of the principles of evidence-based medicine, determines indications for hospitalization. | | | | |
| | CLO 3 | | | | | |
| | CLO 4 | CLO 6. Effectively communicates in medical practice, taking into account the peculiarities of the psychology of childhood and adulthood, multiculturalism, observing the principles of medical ethics and deontology | | | | |
| | CLO 5 | CLO 8 . Applies scientific principles, methods and knowledge in medical practice and research. Capable of continuous self-education and development. Able to introduce new methods into clinical practice | | | | |
| 6. Details of the course | | | | | | |
| 6.1 | Location: building, auditorium: Shymkent, "The Regional Children's Clinical Hospital". Argynbekova 125. Email address: ped.rez@mail.ru | | | | | |
| 6.2 | Number of hours | Lectures | Prac. lessons | Lab.les sons | SIW | SIWT |
| | | 10 | 30 | - | 24 | 56 |
| 7. Information about teachers | | | | | | |
| № | Full name | Degrees and title | Email address | Scientific interests, etc.. | Achievements | |
| 1 | Zaidulla A.M | assistant | Akerke_19.05@mail.ru | Pediatrics | None scientific publications | |
| 2 | Baltabaeva B.M. | assistant | Bota170794@gmail.com | Pediatrics | None scientific publications | |
| 3 | Baltabaeva B.S. | assistant | Boti.asik@mail.ru | Pediatrics | None scientific publications | |
| 4. | Absadyk A.E | assistant | Aidana.absadyk@mail.ru | Pediatrics | None scientific publications | |
| 8 Thematic plan | | | | | | |

| Week | Topic name | Summary | Course learning outcomes | Number of hours | Forms / methods / learning technologies | Forms / assessment methods |
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| 1 | <p>Lecture. Theme Introduction to propedeutics of children`s diseases. Periods of childhood. Physical development. Scheme of the medical history. Questioning and General examination of sick children of different age groups.</p> | <p>Pediatrics as a science of healthy and sick child, its importance in the system of General medicine. The purpose and objectives of the discipline. Chart of the medical history. Diagnostic value of methods of clinical examination of sick children of different age groups. Asked medical interview; the rules of the collecting of anamnesis (passport part, complaints – the definition of the concept "complaints" sick", its types, details of complaints; history, types of history. Physical methods of research.</p> | CLO 1 | 1 | Overview | Feedback |
| | <p>Practical lesson. Theme Questioning, examination, palpation of the chest of sick children of different age groups with respiratory system pathology. Diagnostic value.</p> | <p>Questioning a sick child or parent with respiratory diseases: the main, minor complaints, their pathogenesis. Features of the history of the disease and life: the role of predisposing factors in the development of diseases of the respiratory system. Static and dynamic examination of the chest in children. Determination of the frequency, type and rhythm of breathing. Palpation of the chest in</p> | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson topic, mastering practical skills. | Checklist of oral survey, mastering practical skills |

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| | | children. Determination of chest resistance and voice tremor in children of different age groups. | | | | |
| | SIW task Physical development of an early child in the IMCI program. | The concept of the IMCI strategy. Assessment of the state of the child on the IMCI strategy. | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparin g for the them e pres entat ion, repo rt | Topic presentation , report Evaluation |
| 2 | Lecture. Theme Questioning, examination, palpation and percussion of sick children of different age groups with respiratory system pathology. Diagnostic value. | Complaints and anamnesis in sick children of different age groups with respiratory system pathology. Examination – inspection of skin, mucous membranes of the lips, the tips of the fingers; the external respiratory function examination of the nose as the septum and wings of the nose, nasolabial triangle; their changes - inspection of chest shape, symmetry of both halves, the part in the act of respiration; their change. Palpation of the chest: methods for determining the elasticity of the chest; methods for determining the voice tremor and its changes. Percussion of the lungs: physical basics of percussion of the lungs clear lung sound; rules of percussion; methods and techniques of comparative and topographic percussion. Diagnostic | CLO 1 | 1 | Prob lem | Feedback |

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| | | value. | | | | |
| | <p>Practical lesson. Theme Lung percussion is normal and pathological in children of different age groups. Diagnostic value.</p> | <p>Comparative lung percussion in children: methodology, diagnostic value. Topographic percussion of the lungs in children of different age groups: method of determining upper and lower boundaries of the lungs, fields Kreniga. Diagnostic value. Method of determining the active mobility of the lower edge of the lungs, diagnostic value.</p> | <p>CLO 1 CLO 2 CLO 3 CLO 4 CLO 5</p> | | <p>Discussion of the lesson topic.</p> | <p>Checklist of oral survey, mastering practical skills. situational tasks.</p> |
| | <p>SIW task Stages of intrauterine development of the respiratory tract in the fetus</p> | <p>Intrauterine development of the fetus, periods of development of the respiratory tract in the fetus. Malformations of the respiratory tract in the fetus.</p> | <p>CLO 1 CLO 2 CLO 4</p> | <p>5 (2/3)</p> | <p>Preparing for the theme presentation, report</p> | <p>Topic presentation, report Evaluation</p> |
| 3 | Lecture. Theme | | | | | |
| | <p>Practical lesson. Theme Auscultation of the lung is normal and pathological in children. Diagnostic value.</p> | <p>The basic rules of auscultation of the lungs in children. The main respiratory sounds. The mechanism of vesicular and bronchial respiration. Bronchophonia. Adverse respiratory sounds. Mechanism of wheezing, crepitation, pleural friction rub. Differential diagnosis of adverse respiratory noises. Pulmonary syndromes.</p> | <p>CLO 1 CLO 2 CLO 3 CLO 4 CLO 5</p> | <p>2</p> | <p>Discussion of the lesson topic, mastering practical skills.</p> | <p>Checklist of oral survey, mastering practical skills. situational tasks.</p> |
| | SIW task | Study of respiratory | CLO 1 | 4 | Prep | Topic |

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| | Diagnostic value of laboratory and instrumental methods of respiratory research in children of different ages | function in children. The relevance of the use of instrumental research methods. Types of laboratory and instrumental research methods. Their significance in differential diagnosis. | CLO 2 CLO 4 | (1/3) | aring for the theme presentation, report | presentation , report Evaluation |
| 4 | Lecture. Theme Auscultation of the lung is normal and pathological in children. Diagnostic value. | Cl Auscultation of the lung: rules, procedure and technique of auscultation of the lungs; normal respiratory noises, their types: - vesicular (puerile) respiration - mechanism of formation, characteristics, place of hearing, the types of changes that are physiological reasons for the change; bronchial breathing - mechanism of formation, characteristics, place of listening, types of change, reasons for listening in a non-standard location. Additional respiratory noises. Wheezes: dry and wet. Crepitus, types. A pleural friction rub. Mechanisms of occurrence. Diagnostic value. | CLO 1 | 1 | Over view | Feedback |
| | Practical lesson. Theme Questioning, examination, palpation of the chest of sick children of different age groups with pathology of the cardiovascular system. Diagnostic value. | Questioning a sick child or parent with diseases of the cardiovascular system: the main, minor complaints, their pathogenesis. Examination of the heart in children of different age groups, to determine the diagnostic value of the identified changes. Palpation of the heart in children. Apical impulse: | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Disc ussion of the lesson topic , mast ering | Checklist of oral survey, mastering practical skills. Testing. |

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| | | definition, methods of study of the Causes of negative apical impulse. Examination and palpation of large vessels in children. Study of arterial pulse in children. Changing the heart area in diseases. | | | practical skills. | |
| | SIW task Stages of development of the circulatory system in the embryonic period. Hemodynamics in the fetus and the newborn. | Embryonic development of the circulatory system, the stage of development. Diagram of the movement of blood in the fetus. Features of the heart of the fetus. Regulation of blood circulation. | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparing for the theme presentation, report | Topic presentation, report Evaluation |
| 5 | Lecture. Theme Questioning, examination, palpation and percussion of sick children of different age groups with pathology of the cardiovascular system. Diagnostic value. | Questioning of sick children of different ages with pathology of the cardiovascular system. Data of physical methods of investigation of cardiovascular system in physiological state. General examination: general condition, consciousness, position in bed; figure; inspection of the skin and mucous membranes; inspection of the nails and terminal phalanges; the inspection region heart apical impulse, its localization; Palpation of region of heart: determination of the apical impulse; rules palpation of the apical impulse and its physiological characteristics or properties - location, size, | CLO 1 | 1 | Problem | Feedback |

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| | | <p>height, strength. Percussion of the heart: – purpose percussion; rules and procedures of percussion of the heart - position of a doctor, a volunteer, setting the finger-plessimeter, the force of the blow; - determination of the boundaries of relative dullness of the heart-left, right and top-rules and order, the position of the doctor, volunteer, installation of the finger-plessimeter, the force of impact; - define the borders of the absolute dullness of the heart - left, right, and top - rules and guidelines the position of physician, a volunteer, setting the finger-plessimeter, the force of the blow; - determination of the boundaries of the vascular bundle-rules and order, the position of the doctor, volunteer, installation of a finger-plessimeter, the force of impact;</p> | | | | |
| | <p>Practical lesson. Theme Heart percussion in children of different age groups. Diagnostic value.</p> | <p>Heart percussion: the limits of absolute and relative dullness of the heart. Methods of determination in children of different age groups. Diagnostic value. Determination of the diameter of the heart, the position of the right and left contours and configuration of the heart. Technique in children of different age groups.</p> | <p>CLO 1 CLO 2 CLO 3 CLO 4 CLO 5</p> | <p>2</p> | <p>Discussion of the lesson topic.</p> | <p>Checklist of oral survey, mastering practical skills. situational tasks.</p> |

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| | | Diagnostic value. | | | | |
| | SIW task Methods of Echocardiography and Functional Samples in Children. | Diagnostic value of echocardiography in childhood. The concept of stress-functional tests for heart diseases in children of different age groups. Ultrasound examination of the heart, its diagnostic significance. Indicators of the norm in children. | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparin g for the them e pres entat ion, repo rt | Topic presentation , report Evaluation |
| 6 | Lecture. Theme | | | | | |
| | Practical lesson. Theme Auscultation of the heart and blood vessels is normal in children of different age groups. Diagnostic value. | Methods and techniques of auscultation of the heart in children of different age groups. Order of listening. Listening places, the true projection of the valves. Auscultative characteristics of heart tones in children of different ages. The mechanism of occurrence of tones. | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Disc ussi on of the lesso n topic , mast erin g pract ical skill s. | Checklist of oral survey, mastering practical skills. |
| | SIW task Age features of ECG. Electrocardiographic signs of cardiac arrhythmia. | Electrocardiographic signs of hypertrophy of the Atria and ventricles of the heart, age-related features. Definition. Diagnostic value. | CLO 1 CLO 2 CLO 4 | 4 (1/3) | Prep arin g for the them e pres entat ion, repo rt | Topic presentation , report Evaluation |
| 7 | Lecture. Theme Research methods of large and peripheral vessels in children. Auscultation of the | Examination of peripheral vessels, - vascular examination- palpation of carotid and radial arteries; visible | CLO 1 | 1 | Prob lem | Feedback |

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| <p>heart is normal and pathological in children. Diagnostic value.</p> | <p>pulsation, determination of aortic pulsation in the jugular fossa; - method of determining the pulse on the radial arteries, its properties - comparison of the pulse on both hands, frequency, rhythm, filling, voltage, magnitude, shape of the pulse; - determination of pulse on temporal, carotid, brachial artery, ulnar, popliteal and foot artery; - the concept and types of blood pressure; Auscultative method for determining blood pressure (BP) on the ulnar artery. Auscultation of the heart: heart tones, the origin of tones or the mechanism of formation of 1 and 2 tones. Determination of the projection of valves on the front surface of the chest, rules, procedure and technique of auscultation of the heart-the position of the doctor, volunteer at auscultation of the heart characteristic of normal tones 1 and 2, their difference from each other in auscultation, a graphical representation of sonority 1 and 2 tones on the top and the base of the heart - the types of changes that are physiological reasons for the change.</p> | | | | |
| <p>Practical lesson. Theme Auscultation of the heart and blood vessels</p> | <p>Causes of strengthening and weakening of heart tones in children. Classification of heart</p> | <p>CLO 1 CLO 2 CLO 3 CLO 4</p> | <p>2</p> | <p>Disc ussi on of</p> | <p>Checklist of oral survey</p> |

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| | in the pathology of children. Diagnostic value. | murmurs. | CLO 5 | | the lesson topic · TBL | |
| | SIW task Stages of embryonic development of the digestive system. | Embryonic development of the digestive system. Stages of development. Vices of embryonic development of the digestive system. | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparation for the theme presentation, report | Topic presentation, report Evaluation |
| | Midterm control №1 | Control of educational achievements, carried out at the end of the respiratory, cardiovascular and digestive (I) system. | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | | Testing. Reception of practical skills | Testing. Control learning practical skills Filling in the mini-medical history |
| 8 | Lecture. Theme Research methods of sick children of different age groups with pathology of digestive system. Diagnostic value. | Questioning of sick children of different ages with pathology of the digestive system. Data of physical methods of investigation of the digestive system in the physiological state. General examination of sick children of different age groups with pathology of the digestive system. Objective research methods; examination of sick children with diseases of the gastrointestinal tract, diagnostic value of superficial and deep palpation of the abdomen, percussion of the liver and | CLO 1 | 1 | Overview | Feedback |

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| | | spleen, auscultation of the abdominal cavity. Examination of the skin, mouth and abdomen in the lying and standing position. Deep palpation of the abdomen by the method of Obratsov. Definition of splashing. Detection of a positive Mendel symptom. | | | | |
| Practical lesson. Theme Research methods of sick children of different age groups with pathology of digestive system. Diagnostic value. | Complaints typical of diseases of the gastrointestinal tract in children of different age groups. Examination of the oral cavity. General examination and evaluation of the data obtained in children of different age groups. Examination of the evaluation of the abdomen and clinical characteristics. The methodology and technique of superficial palpation of the abdomen in children by the method of Obratsov-Strazhesko. Methods and techniques of deep abdominal palpation in children by the method of Obratsov-Strazhesko. Methods and techniques for determining the lower border of the stomach. Methods and techniques of abdominal percussion in order to determine the free fluid in the abdominal cavity. | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson topic. | Checklist of oral survey, mastering practical skills. Testing. | |
| SIW task Children's skin. Morphological immaturity of the skin and factors of its | Skin features in children of different age groups. Examination of the skin. Primary and secondary morphological elements of | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparing for the them | Topic presentation, report Evaluation | |

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| | compensation. Skin features. | the skin. | | | e presentation, report | |
| 9 | Lecture. Theme | | | | | |
| | Practical lesson. Theme Research methods of sick children of different age groups with pathology of hepatobiliary system. Diagnostic value. | Method of questioning a sick child or parent with liver disease, spleen. The method and technique of percussion of the liver Kurlov. Methods and technique of palpation of the liver in children. Methods and technique of percussion and palpation of the spleen in children of different age groups. | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson topic, mastering practical skills | Checklist of oral survey, mastering practical skills. Testing |
| | SIW task Instrumental and laboratory methods for the study of patients with diseases of the digestive system in children of different age groups. | Laboratory determination of the level of plasma bilirubin, proteinogram, the content of enzymes. Diagnostic significance of functional tests. Coprological study. Endoscopic and radiological examination of DS. | CLO 1 CLO 2 CLO 4 | 4 (1/3) | Preparing for the theme presentation, report | Topic presentation, report Evaluation |
| 10 | Lecture. Theme Research methods of sick children of different age groups with pathology of the genitourinary system. Diagnostic value. | Questioning of sick children of different ages with pathology of external genitals. Data of physical methods of research of external genitals in children. | CLO 1 | 1 | Problem | Feedback |
| | Practical lesson. Theme Research methods of sick children of different age groups with pathology of the | Questioning of a sick child or parent (examination of complaints and their interpretation). The examination of the sick child (need to pay | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson | Checklist of oral survey Testing |

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| | genitourinary system. Diagnostic value. | attention to the general condition of the patient, his activity, position in bed, the features of the physique, on condition of the subcutaneous tissue, muscles, weight loss and weight gain, including at the expense of the retained liquid, change of color of the skin, the appearance of hemorrhagic and other changes). Palpation and percussion of a sick child of different ages. | | | n topic · TBL | |
| | SIW task Natural and artificial feeding of infants. Classification and characteristics of milk mixtures for artificial feeding. | Methods for calculating the daily volume of food and diet. Daily need of the child in proteins, fats, carbohydrates, calories. The concept of "artificial feeding". classification and characteristics of milk mixtures for artificial feeding. Artificial feeding technique and criteria for evaluating its effectiveness. | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparin g for the them e pres entat ion, repo rt | Topic presentation , report Evaluation |
| 11 | Lecture. Theme Research methods of sick children of different age groups with pathology of the urinary system. Diagnostic value. | General inspection: inspection of the face, eyelids; inspection of the lumbar region; assessment of the degree of ptosis of the kidneys; palpation: technique of palpation of the kidneys and bladder; percussion: method of tapping the kidneys, percussion determination of the upper border of the bladder; auscultation method- auscultation of the renal arteries. | CLO 1 | 1 | Prob lem | Feedback |
| | Practical lesson. Theme Methods of laboratory research of sick | Urinalysis, CBC, a sample of Zimnitsky, Reberg, its indicators in the norm and pathology in children. | CLO 1 CLO 2 CLO 3 CLO 4 | 2 | Disc ussi on of | Checklist of oral survey, mastering practical |

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| | children of different age groups with pathology of urinary system. Diagnostic value. | Principles of determination of serum creatinine, urea and residual nitrogen levels, their indicators in norm and pathology in children. Principles of radioisotope radiography, diagnostic capabilities method. Preparation and technique of excretory urography, its indicators in the norm and pathology in children. Determination of glomerular filtration rate: calculated GFR by the formula CKD-EPI. Visual examination methods: x-ray and ultrasound. The importance of endoscopic examination methods. | CLO 5 | | the lesson topic. | skills. Testing. |
| | SIW task Embryonic development of the urinary system. | Embryonic development of organs of urination and urinary excretion. Stages of development, malformations of the organs of urination and urinary excretion. | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparing for the theme presentation, report | Topic presentation, report Evaluation |
| 12 | Lecture. Theme | | | | | |
| | Practical lesson. Theme Methods of laboratory studies of sick children of different age groups with hematopoietic system pathology. Diagnostic value. | Methods of clinical examination of sick children of different age groups with pathology of hematopoiesis. Scheme of hematopoiesis. Peripheral blood counts in children of different age groups are normal. Complaints made by patients with diseases of the blood system. Palpation of lymph nodes Percussion of the spleen in children of different age groups. | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson topic. | Checklist of oral survey, mastering practical skills. Testing. |

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| | SIW task Features of hemostasis and its pathology in newborns. | The main clinical manifestations of hemorrhagic syndrome in newborns. Laboratory findings of HS. The importance of determining the syndrome in differential diagnosis. | CLO 1 CLO 2 CLO 4 | 4 (1/3) | Preparing for the theme presentation, report | Topic presentation, report Evaluation |
| 13 | Lecture. Theme Research methods of sick children of different age groups with endocrine system pathology. Diagnostic value. | Questioning of sick children of different ages with endocrine system pathology. Data of physical methods of research of endocrine system in children. General examination: examination of the face, eyelids, skin; palpation of the thyroid gland: technique. | CLO 1 | 1 | Problem | Feedback |
| | Practical lesson. Theme Research methods of sick children of different age groups with endocrine system pathology. Diagnostic value | Complaints of a sick child and parent, characteristic of diseases of the endocrine system, the main and secondary. Features of the history of the disease and the life of a sick child of different ages. Pathological symptoms identified in sick children of different age groups with endocrine system lesions. | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson topic. | Checklist of oral survey, mastering practical skills. Testing. |
| | SIW task Endocrine forms of obesity, classification, risk factors in children. | Embryonic development of the endocrine system, stages of development. | CLO 1 CLO 2 CLO 4 | 5 (2/3) | Preparing for the theme presentation, report | Topic presentation, report Evaluation |

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| 14 | <p>Lecture. Theme Research methods of sick children of different age groups with pathology of the musculoskeletal system. Diagnostic value</p> | <p>Methods and techniques of examination of the musculoskeletal system in children of different age groups. The main symptoms of diseases of the musculoskeletal tissue, acute allergies, diagnostic value.</p> | CLO 1 | 1 | Problem | Feedback |
| | <p>Practical lesson. Theme Research methods of sick children of different age groups with pathology of the musculoskeletal system. Diagnostic value</p> | <p>Methods and techniques of examination of the musculoskeletal system in children of different age groups. The main symptoms of diseases of the musculoskeletal tissue, acute allergies, diagnostic value.</p> | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson topic. | Checklist of oral survey, mastering practical skills. Testing |
| | <p>SIW task Psychomotor development of children, its features in different periods of childhood. Features of the assessment of neuropsychiatric development of the newborn.</p> | <p>Psychomotor development of children, its features in different periods of childhood. Types of higher nervous activity and phase States in children, their importance for education. Assessment of psychomotor development of children. Features of the assessment of neuropsychiatric development of the newborn.</p> | CLO 1 CLO 2 CLO 4 | 4 (1/3) | Preparation for the theme presentation, report | Topic presentation, report Evaluation |
| 15 | <p>Lecture. Theme</p> | | | | | |
| | <p>Practical lesson. Theme The scheme of filling the neurological status in children according to the periods of development.</p> | <p>Methods of examination of neurological status in children: inspection, palpation, determination of tendon reflexes; the Technique of questioning of complaints, anamnesis of disease and life of sick children with pathology of the nervous system; Methods of local and</p> | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | 2 | Discussion of the lesson topic, masterin | Checklist of oral survey, mastering practical skills. situational tasks. |

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| | | external inspection of the sick child with disease of the nervous system. General symptomatology of the nervous system. | | | g pract ical skill s | |
| | SIW task Bone system in children. Morphological immaturity and factors of its compensation. Method of research. Lesions of the bone system in children (hereditary, congenital, acquired). | Bone system in children of different age groups. Defeat of the bone system in children. Clinical symptom. Method of research. | | 3 (1/2) | Prep arin g for the them e pres entat ion, repo rt | Topic presentation , report Evaluation |
| | Midterm control №2 | Control of educational achievements, carried out at the end of the digestive (II) urinary, hematopoietic endocrine, musculoskeletal, nervous system. | CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 | | Testi ng. Rece ptio n of pract ical skill s | Testing. Control learning practical skills Filling in the mini- medical history |
| | Preparation and conduct of interim certification | | | 12 | | |
| 9. Training and Teaching Methods | | | | | | |
| 9.1 | Lectures | Overview. Feedback | | | | |
| 9.2 | Practical lessons | Discussion of the lesson topic, oral interview, mastering practical skills, TBL. Checklist of oral survey, mastering practical skills. Testing. | | | | |
| 9.3 | SIW / SIWT | Preparing for the theme presentation and reports. Topic presentation Evaluation | | | | |
| 9.4 | Mid-term examination | Testing.. Control learning practical skills | | | | |
| 10. Evaluation criteria | | | | | | |
| 10.1 Criteria for evaluating the learning outcomes of the disciplin | | | | | | |
| № CLO | Criteria for learning outcomes | Unsatisfactorily | Satisfactorily | Good | Excellent | |
| CLO 1 | Demonstrates knowledge and understanding of anatomical and physiological features of the | Not orient theyself in any way in definitions and does not speak correctly about the anatomical and physiological | Correctly defines and speaks out about the anatomical and physiological | Correctly defines and speaks out about the anatomical and physiological features of the | Unmistakabl y defines and speaks about the anatomical and physiological | |

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| | child's body, the main symptoms and syndromes in the defeat of various systems and organs in children and adolescents, age standards for the functioning of organs and systems in children and adolescents; features of morphofunctional, physiological conditions and pathological processes in various age periods of childhood | features of the child's body, do not find and does not compare the relationship between the main symptoms and syndromes with lesions of various organs and systems in children and adolescents, is not able to visually design age-related normative functioning of organs and systems in children and adolescents; cannot determine the differences in morphofunctional features, physiological conditions and pathological processes in various age periods of childhood | features of the child's body, finds but does not correctly compare the relationship between the main symptoms and syndromes with lesions of various organs and systems in children and adolescents, is not able to visually project age-related normative functioning of organs and systems in children and adolescents; does not fully determine the differences in morphofunctional, physiological states and pathological processes in different age periods of childhood | child's body, finds but does not correctly compare the relationship between the main symptoms and syndromes in lesions of various organs and systems in children and adolescents, visually projects age-related normative functioning of organs and systems in children and adolescents; does not fully determine the differences in the features of morphofunctional, physiological states and pathological processes in different age periods of childhood | features of the child's body, finds and compares the relationship between the main symptoms and syndromes in lesions of various organs and systems in children and adolescents, visually projects the age-normative functioning of organs and systems in children and adolescents; determines the differences in the features of morphofunctional, physiological states and pathological processes in different age periods of childhood |
| CLO 2 | Conduct physical examination of children and adolescents (examination, palpation, | Unable to conduct physical examination of children and adolescents (examination, palpation, | There are errors during the physical examination of children and adolescents | Accurately conduct physical examination of children and adolescents (examination, palpation, | Accurately conduct physical examination of children and adolescents |

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| | percussion, auscultation, measurement of blood pressure, determination of pulse characteristics, respiratory rate, etc.), assesses their result | percussion, auscultation, measurement of blood pressure, determination of pulse characteristics, respiratory rate, etc.), unable to evaluate their result | (examination, palpation, percussion, auscultation, measurement of blood pressure, determination of pulse characteristics, respiratory rate, etc.), does not reliably assess their result | percussion, auscultation, measurement of blood pressure, determination of pulse characteristics, respiratory rate, etc.), is not able to assess their result | (examination, palpation, percussion, auscultation, measurement of blood pressure, determination of pulse characteristics, respiratory rate, etc.), assesses their result |
| CLO 3 | Analyzes the information received from the examination of a healthy and sick child from patients (parents/ relatives), the results of an objective examination and additional studies of patients to solve professional problems | Unable to evaluate and analyze the information received from the examination of a healthy and sick child from patients (parents / relatives), the results of an objective examination and additional studies of patients to solve professional problems | Not fully, with errors, evaluates and analyzes the information received from the examination of a healthy and sick child from patients (parents / relatives), the results of an objective examination and additional studies of patients to solve professional problems | Correctly evaluates but is not able to analyze the information received from the examination of a healthy and sick child from patients (parents / relatives), the results of an objective examination and additional studies of patients to solve professional problems | Accurately evaluates and analyzes the information received from the examination of a healthy and sick child from patients (parents / relatives), the results of an objective examination and additional studies of patients to solve professional problems |
| CLO 4 | Able to communicate information, ideas, problems and solutions to both specialists and non- | Is not able to communicate in medical practice, taking into account the peculiarities of the psychology of childhood and adulthood, | Low level of communication in medical practice, taking into account the peculiarities of | Effectively communicates in medical practice, taking into account the peculiarities of the psychology of childhood | Effectively communicates in medical practice, taking into account the peculiarities of |

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| | specialists, knows the norms of ethics and deontology in communicating with patients, their parents (legal representatives) and the team | multiculturalism; does not convey proper information, ideas, problems and solutions to both specialists and non-specialists, does not possess and is not able to use the norms of ethics and deontology in communication with patients, their parents (legal representatives) and the team | psychology of children and adults, multiculturalism; subjectively conveys appropriate information, ideas, problems and solutions to both specialists and non-specialists, owns and uses the norms of ethics and deontology in communicating with patients, their parents (legal representatives) and the team | and adulthood, multiculturalism; does not accurately convey the appropriate information, ideas, problems and solutions to both specialists and non-specialists, owns and uses the norms of ethics and deontology in communicating with patients, their parents (legal representatives) and the team | psychology of children and adults, multiculturalism; objectively conveys appropriate information, ideas, problems and solutions to both specialists and non-specialists, owns and uses the norms of ethics and deontology in communication with patients, their parents (legal representatives) and the team |
| CLO 5 | Applies scientific principles, methods and knowledge in medical practice and research; is capable of continuous self-education and development. | Is not able to find; analyze and scientific principles, methods and knowledge in medical practice and research; is not able to find and use evidence-based information for continuous self-education and development. | Is able to find relevant information, does not fully analyze it and has difficulties being guided by scientific principles, methods and knowledge in medical practice and research; finds and uses evidence-based | Finds; analyzes and is guided by scientific principles, methods and knowledge in medical practice and research; finds and uses evidence-based information for continuous self-education and development. | Finds; analyzes and is guided by scientific principles, methods and knowledge in medical practice and research; finds and uses evidence-based information for continuous self-education and |

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| | | | information for continuous self-education and development. | | development. |
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10.2 Criteria for evaluating the learning outcomes of the discipline

Practical class

| Control form | Score | Evaluation criterion |
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| Discussion of the lesson topic: oral interview | Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%) | Put in the event that the student during the answer did not make any mistakes, inaccuracies. Focuses on the theories, concepts and directions of the studied discipline and gives them a critical assessment, uses the scientific achievements of other disciplines. Tests 90-100%. |
| | Good Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%) | Put in the event that the student during the answer did not make gross errors in the answer, made unprincipled inaccuracies or fundamental errors corrected by the student, was able to systematize the program material with the help of the teacher. Performs test tasks at 70-89 %. |
| | Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) | Put in that case if the student during the answer allowed inaccuracies and unprincipled mistakes, was limited only to the educational literature specified by the teacher, experienced great difficulties in systematization of material. Performs the test task in the 50-69 %. |
| | Unsatisfactorily Corresponds to the estimates: FX (0,5; 25-49%) F (0; 0-24 %) | Put in that case if the student during the answer made fundamental mistakes, did not work out the basic literature on a subject of occupation; do not know how to use scientific terminology of discipline, answers with rough stylistic and logical mistakes. Performs test tasks at 0-49 %. |
| Mastering practical skills | Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%) | Excellent guidance in the interrogation and examination of patients. Correctly and accurately selects questions during history-taking. Correctly demonstrates practical skills during palpation, |

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| | | <p>percussion, auscultation and General examination. In preparation for the lesson used additional literature. Systematizes the material on this topic. Performs test tasks at 90-100%.</p> |
| | <p>Good Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)</p> | <p>Good versed in the interrogation and examination of patients, admitted unprincipled inaccuracies or fundamental errors corrected by the student. Demonstrates practical skills during palpation, percussion, auscultation and General examination. In preparation for the lesson used additional literature. Systematizes the material on this topic, with the help of the teacher. Performs test tasks at 70-89 %.</p> |
| | <p>Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)</p> | <p>Guided by questioning and examination of patients, with the demonstration of practical skills (palpation, percussion, auscultation and General examination) showed not full possession of the material on a given topic, while admitting mistakes. In preparation for the lesson was limited only to the basic educational literature. Experienced difficulties in systematization of the material and minor difficulties in the ability to use the material to understand a given topic. Performs test tasks at 50-69 %.</p> |
| | <p>Unsatisfactorily Corresponds to the estimates: FX (0,5; 25-49%) F (0; 0-24 %)</p> | <p>Could not demonstrate the performance of practical skills. Did not participate in the work of the group. At answers to questions of the teacher blunders, without using at answers specific terminology. Performs test tasks at 0-49 %.</p> |
| TBL | <p>Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%)</p> | <p>It is set if the student has scored 90-100 points, which include the following assessment results: - Individual testing (IRAT) – 40% - Group testing (GRAT) – 30% - Appeal – 5% - Task – 30% - Additional points - 5% *Testing is evaluated according to the</p> |

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| | | "testing" evaluation criteria. The task is evaluated in accordance with the evaluation criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group testing. At the discretion of the teacher, additional points (5%) may be added for teamwork. |
| | <p>Good Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)</p> | <p>It is set if the student scored 70-89 points, which include the following assessment results: - Individual testing (IRAT) – 40% - Group testing (GRAT) – 30% - Appeal – 5% - Task – 30% - Additional points -5% *Testing is evaluated according to the "testing" evaluation criteria. The task is evaluated in accordance with the evaluation criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group testing. At the discretion of the teacher, additional points may be added for teamwork (5%).</p> |
| | <p>Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)</p> | <p>It is set if the student scored 50-69 points, which include the following assessment results: - Individual testing (IRAT) – 40% - Group testing (GRAT) – 30% - Appeal – 5% - Task – 30% - Additional points -5% *Testing is evaluated according to the "testing" evaluation criteria. The task is evaluated in accordance with the evaluation criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group testing. At the discretion of the teacher, additional points (5%) may be added for teamwork.</p> |
| | <p>Unsatisfactorily Corresponds to the estimates:</p> | <p>It is set if the student scored 0-49 points, which include the following</p> |



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| | FX (0,5; 25-49%) F (0; 0-24 %) | assessment results: - Individual testing (IRAT) – 40% - Group testing (GRAT) – 30% - Appeal – 5% - Task – 30% - Additional points -5% *Testing is evaluated according to the "testing" evaluation criteria. The task is evaluated in accordance with the evaluation criteria "solving situational problems (SBL)". If an appeal case arises, points (5%) can be added to the assessment of the group testing. At the discretion of the teacher, additional points (5%) may be added for teamwork. |
| PBL | Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%) | |
| | Good Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%) | |
| | Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) | |
| | Unsatisfactorily Corresponds to the estimates: FX (0,5; 25-49%) F (0; 0-24 %) | |
| Midterm control | | |
| Control form | Score | Evaluation criterion |
| Testing. | Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%) | Performs test tasks at 90-100%. |
| | Good Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) | Performs test tasks at 70-89%. |

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| | B- (2,67; 75-79%) C+ (2,33; 70-74%) | |
| | Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) | Performs test tasks at 50-69%. |
| | Unsatisfactorily Corresponds to the estimates: F _X (0,5; 25-49%) F (0; 0-24 %) | Performs test tasks at 0-49%. |
| Demonstration of practical skills | Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%) | Perfectly oriented when questioning and examining patients. Correctly and accurately selects questions when collecting anamnesis. Correctly demonstrates practical skills during palpation, percussion, auscultation and general examination. When preparing for the lesson, I used additional literature. Systematizes the material on this topic. |
| | Good Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%) | well-versed in questioning and examining patients, admitted unprincipled inaccuracies or fundamental errors corrected by the student himself. Demonstrates practical skills during palpation, percussion, auscultation and general examination. When preparing for the lesson, I used additional literature. Systematizes the material on this topic, with the help of a teacher. |
| | Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) | guided by questioning and examining patients, When demonstrating practical skills (palpation, percussion, auscultation and general examination), he showed incomplete knowledge of the material on a given topic, while making fundamental mistakes. In preparation for the lesson, I limited myself to only basic educational literature. Experienced difficulties in systematizing the material and minor difficulties in the ability to use the material to understand a given topic. |
| | Unsatisfactorily Corresponds to the estimates: | Could not demonstrate the implementation of practical skills. Did |

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| | <p>F_X (0,5; 25-49%) F (0; 0-24 %)</p> | <p>not participate in the work of the group. When answering the teacher's questions, gross mistakes are made, without using specific terminology in the answers.</p> |
| Individual work of the student (IWS) | | |
| Control form | Score | Evaluation criterion |
| Preparing for the presentation of the topic | <p>Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%)</p> | <p>The presentation run on its own, at the appointed time, using at least 3 literature sources, slides informative and decoration, while protecting the speaker demonstrates a deep knowledge on the subject, does not make mistakes when answering questions during the discussion, responding clearly and without difficulty or a little thinking with uncertainty.</p> |
| | <p>Good Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)</p> | <p>The presentation was made independently, at the appointed time, using at least 3 literary sources, slides are informative, possibly non-canonical, the speaker demonstrates good knowledge of the topic, makes mistakes when answering questions that he corrects.</p> |
| | <p>Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)</p> | <p>The presentation run on its own, at the appointed time, used at least 3 literature sources, the slides may tend to be biased, while protecting the author admits the fundamental errors in answering questions or orientirueshsya in their own material.</p> |
| | <p>Unsatisfactorily Corresponds to the estimates: F_X (0,5; 25-49%) F (0; 0-24 %)</p> | <p>For the census of this work. When protecting a presentation, the text do not read correctly. The student is not sufficiently oriented in his own material.</p> |
| Preparation and defense of the report | <p>Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%)</p> | <p>The abstract is carefully executed and submitted at the appointed time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. Diagrams, tables and figures corresponding to the topic of the abstract are given. When defending the abstract, the text does not read, but tells. Confidently and accurately answers all the questions asked.</p> |
| | <p>Good</p> | <p>The abstract is carefully executed and</p> |

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| | Corresponds to the estimates: B+ (3,33; 85-89%); B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%) | submitted at the appointed time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. Diagrams, tables and figures corresponding to the topic of the abstract are given. When defending the abstract, the text does not read, but tells. When answering questions, he makes unprincipled mistakes. |
| | Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%) | The abstract is carefully executed and submitted at the appointed time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. When defending the abstract, the text reads. Hesitantly answers questions, makes fundamental mistakes. |
| | Unsatisfactorily Corresponds to the estimates: F _x (0,5; 25-49%) F (0; 0-24 %) | The abstract was made carelessly and was not submitted at the appointed time, written independently on less than 10 pages of typewritten text, using less than 5 literary sources. When defending the abstract, the text reads. When answering questions, he makes gross mistakes, does not orient himself in the material. |

Multi-point knowledge assessment system

| Grade by letter system | Numeric equivalent of points | Percentage | Grade by traditional system |
|------------------------|------------------------------|------------|-----------------------------|
| A | 4,0 | 95-100 | Excellent |
| A - | 3,67 | 90-94 | |
| B + | 3,33 | 85-89 | Good |
| B | 3,0 | 80-84 | |
| B - | 2,67 | 75-79 | |
| C + | 2,33 | 70-74 | Satisfactorily |
| C | 2,0 | 65-69 | |
| C - | 1,67 | 60-64 | |
| D+ | 1,33 | 55-59 | |
| D- | 1,0 | 50-54 | Unsatisfactory |
| FX | 0,5 | 25-49 | |
| F | 0 | 0-24 | |

11. Learning resources

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| Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example: video, audio, digests) | www.aknurpress.kz https://www.youtube.com/channel/UC2KQ2vGectAWstvVXKUL2Og |
| Electronic textbooks | Karen J. marcdante. |

Robert M. Kligeman.
Nelson “Essential of Pediatrics” 7th edition
2015. el disc (CD-ROM).
<http://www.studmedlib.ru>,
Login: ibragim123,
password: Libukma123

Laboratory physical resources

-

Special programs

-

Journals (electronic journals)

-

Literature

1. Issayeva, L. A. Childhood diseases. Part 1.: textbook /. - Almaty : "Evero" , 2017. - 204 p.
2. Issayeva, L. A. Childhood diseases. Part 2.: textbook / - Almaty : "Evero" , 2017. - 188 p.
3. Issayeva, L. A. Childhood diseases. Pfrt 3.: textbook / - Almaty : "Evero" , 2017. - 188 p.
4. Issayeva, L. A. Childhood diseases. Part 4. [: textbook / Almaty : "Evero" , 2017. - 196 p.
5. Mazurin, A. V. Propaedeutics of childhood diseases. 1 volume [: textbook / - Almaty: "Evero" , 2017. - 144 p
6. Mazurin, A. V. Propaedeutics of childhood diseases. 2 volume] : textbook / - Almaty: "Evero" , 2017. - 172 p.
7. Mazurin, A. V. Propaedeuutics of childhood diseases. 3 volume [: textbook / - Almaty: "Evero" , 2017. - 140 p.
8. Mazurin, A. V. Propaedeutics of childhood diseases. 4 volume: textbook / - Almaty: "Evero" , 2017. - 136 p.

12. Course policy

Student:

1. Mandatory and regular attendance without delay;
2. The student must come prepared for the lesson. Each lesson is current control: input control knowledge, self-learned at home is carried out in a test control 1, 2, and 3 levels of difficulty.
3. Active participation in the educational process (preparation of theoretical material, solution of situational tasks and test tasks, independent implementation of practical works);
4. Delivery of tests, situational tasks, protection of the SRS at the set time according to the thematic plan;
5. Turn off cell phones during school hours;
6. The student must have a permit (health record) to visit the clinic;
7. Missed classes to work out in accordance with the schedule of reception workings of the Department;
8. The student at the end of the academic period is exposed to the discipline of the overall rating of admission. Maximum score -100 (60%), minimum score – 50 (40%), below which the student is not allowed to take the exam;

Requirements of the department for students in the process of distance learning:

- perform individual and group tasks in the module " Task " AIS Platonus according to the schedule of lectures, practical classes and IWS;
- participate on-line in lectures, practical classes and IWS on Zoom and Webex platforms;
- Keep track of the final delivery dates of tasks in the "Task" module of the Platonus AIS.

Penalties for non-performance of work sections:

- if you miss a lecture without a valid reason, the score of the boundary control is reduced – 1 point for each missed lecture;
- if you skip the IWS without a valid reason, the score for the SRO is reduced – 2 points for each missed lesson;
- in case of late delivery of the IWS without a valid reason (later than the specified week) IWS is not accepted;
- in case of a single violation of the discipline policy, a warning is issued to the student;
- in case of a systematic violation of the discipline policy, information about the student's behavior is transmitted to the dean's office of the faculty;
- In the case of distance learning, the student receives 0 points in the electronic journal for the corresponding week for late completion of tasks in the "Task" module of the Platonus AIS or for non-fulfillment of tasks without a valid reason.

Dress code:

- Students must be dressed clean, ironed scrubs and cap, removable shoes (not polyene packet),
- Students should have their personal stethoscope, the tape, flashlight,
- mask that the student must change daily;
- each student must have a badge with the name of the University, the name of the student and the group number;

Before the class Students should change clothes in the wardrobe, it is necessary to have a package for street shoes, a separate package for replacement shoes; during the break, if the student leaves the territory of the clinic, he is obliged to remove the medical surgical suit;

Appearance: hands should be clean, fingernails-cut short, jewelry on the hands should be atraumatic (smooth), a minimum of manicure, avoid bright and excessive makeup, long hair should be compactly laid and/or tucked under the cap. Perfumery, which students use, should not be harsh (it is better not to use it in a children's clinic);

The student's behavior in the children's clinic should be restrained and ethical, making noise, shouting, talking loudly in the corridors, wards is not recommended; it is necessary to observe ethics

During self-examination of children it is necessary:

1. Wash hands before and after work with patients;
2. Observe the principles of ethics and deontology;
3. Treat all patients of the clinic and their parents equally correctly and politely regardless of age, gender, nationality and religion;
4. Avoid talking to children and/or their parents about the child's disease (prognosis, examination, methods of treatment, etc.);
5. Avoid "familiarity" on the part of children and/or their parents: persistently allow to address themselves only by name and patronymic, also to address parents only by name and patronymic (regardless of their age and oral assurance that you can only address by name);
6. All difficulties arising during self-examination of patients should be immediately reported to Your teacher or employee of the Department, his replacement;

Is strictly prohibited:

1. Take medical records without teacher's permission;
2. Make any notes and / or corrections, take pictures or photocopy the title page and the contents of the medical history (diaries, expert opinions, analyses);
3. Carry out video photography on site and in all areas of the clinics;
4. During the examination of the child to make any notes (pen, marker, etc.) on his body (for example, marking the boundaries of cardiac stupidity);

To distract the staff from working:

1. Interfere with the work of employees of the Department, enter into bickering and disputes with them;

2. Use your mobile phone during practical classes, lectures.

About all conflict situations in the classroom, "misunderstandings" between the teacher and students, it is necessary to inform the head of the Department (personally) or responsible for educational work at the Department.

For non-compliance with a number of the above requirements, the teacher (or a person replacing him) has the right to prevent the student from studying at the clinical Department and the information will be transferred to the Dean's office.

1. If do not comply with the policy of the Department applies penalties:

1) If miss three classes without a valid reason for the student submitted a report to the Dean's office.

2) Missed classes are practiced conducting a literary review on the topic of missed classes and writing an essay.

Discipline Grading Policy

Current control: testing, evaluation of solving situational problems, discussion evaluation sheet, small group work evaluation sheet, round table evaluation sheet, diagnostic algorithm and treatment regimens

Midterm control: demonstration of practical skills, completing a mini history of the disease, testing.

Midterm control - knowledge of students is conducted at least two times during one academic period on **7/12 days** of theoretical learning outcome of many midterm controls in the learning journal and electronic journal bearing of penalty points for missing lectures (skipping lectures in the form of penalty points subtracted from estimates of midterm control).

- penalty point for missing one lecture without a valid reason is 1.0 points;

- the student who has not appeared midterm control without a valid reason is not allowed to pass the exam on discipline.

The student who has not appeared midterm control for a valid reason, immediately after started classes, submits an application to the Dean, provides exculpatory documents (due to illness, family circumstances or other objective reasons), receives a work sheet, which is valid for the period specified in paragraph 12.4. The results of the midterm exam is provided to the Dean's office in the form of a report before the end of the control week.

- Evaluation of IWS exhibited in the classroom according to the schedule IWS under the guidance of the teacher in the learning gradebook and electronic journal bearing of penalty points subtracted from estimates of IWS).

-when skipping one class IWS under the guidance of the teacher – penalty score of 2.0;

- A student who has not scored a passing score (50 %) on one of the types of controls (current control, midterm exam № 1 and/or №2) is not allowed to the exam on the discipline.

Examination marks are given according to the results of current and midterm controls - admission rating score (ARS) (60%) and final test – scores on the exam (40%).

- ARS (admission rating score) is defined as the average score for practice, IWS and midterm control.



The student who scored a minimum ARS score equal to 1 (15%) and above is allowed to pass the exam.

Final control: an exam that includes the OSKE and testing.

13. Academic policy based on the moral and ethical values of the academy

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| 1 | SKMA website https://ukma.kz/ |
| 2 | <p>Academic policy of JSC UKMA https://base.ukgfa.kz/wp-content/uploads/2022/11/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F-%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0-%D0%90%D0%9E-%D0%AE%D0%9A%D0%9C%D0%90-2022.pdf</p> <p>Student Honor Code https://skma.edu.kz/files/IMAGES/structure/vosp_rab/%D0%A1%D1%82%D1%83%D0%B4%D0%B5%D0%BD%D1%82%D1%82%D0%B5%D1%80%D0%B4%D1%96%D2%A3%20%D1%8D%D1%82%D0%B8%D0%BA%D0%B0%D0%BB%D1%8B%D2%9B%20%D0%BA%D0%BE%D0%B4%D0%B5%D0%BA%D1%81%D1%96.pdf</p> |
| 3 | <p>Discipline Grading Policy</p> <p>The final assessment (FA) of a student at the end of the course consists of the sum of the assessment of the admission rating (AR) and the assessment of the final control (FC) and is set according to the point-rating letter system.</p> <p>FA = AR + FC</p> <p>The assessment of the admission rating (AR) is equal to 60 points or 60% and includes: an assessment of the current control (ACC) and an assessment of the midterm control (AMC).</p> <p>The assessment of the current control (ACC) is an average assessment for practical training and SIW.</p> <p>The Midterm Control Score (MCS) is the average score of two midterm controls.</p> <p>The admission rating score (60 points) is calculated using the formula: $AC\ av \times 0.2 + ACC\ av \times 0.4$</p> <p>The final control (FC) is carried out in the form of testing and the student can get 40 points or 40% of the total score.</p> <p>When testing, the student is offered 50 questions.</p> <p>The final control is calculated as follows: if the student answered 45 out of 50 questions correctly, then this will be 90%. $90 \times 0.4 = 36$ points.</p> <p>The final grade is calculated if the student has positive grades both according to the admission rating (AR) = 30 points or 30% or more, and according to the final control (FC) = 20 points or 20% or more.</p> <p>Final score (100 points) = $AMC\ av \times 0.2 + ACC\ av \times 0.4 + FC \times 0.4$ a student who received an unsatisfactory grade for one of the types of controls (MT1, MT2, CC of SIW) is not allowed to take the exam.</p> |

14. Approval and revision

| Approval date | Protocol No. ____ | Full name of Head of the Department | Signature |
|---------------|-------------------|-------------------------------------|---|
| 15.05.2023y. | 10 | Kemelbekov K.S. |  |
| Revision date | Protocol No. ____ | Full name of Head of the Department | Signature |
| 05.06.2023y. | 11 | Sadykova A.Sh. |  |