<table>
<thead>
<tr>
<th><strong>Name of the Faculty</strong></th>
<th>Faculty of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of the unit conducting the module</strong></td>
<td>Polish-American Children's Hospital of the Faculty of Medicine, Jagiellonian University</td>
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<tr>
<td><strong>Name of the training module</strong></td>
<td>Pediatrics part 1 (propaedeutic)</td>
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<tr>
<td><strong>Module code</strong></td>
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<tr>
<td><strong>Language of training</strong></td>
<td>English</td>
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</table>
| **Education effects for the training module** | The aim of the module is:  
- familiarize students with basic information on developmental medicine  
- to teach basic practical skills, including intelligence collections in pediatrics and full physical examination of the child's age-adjusted  
  
After completion of the course the student:  
  
In the frame of knowledge:  
- knows anatomical and physiological distinct of children  
- know genetic, environmental and epidemiological conditions of the most common childhood diseases  
- knows principles of nutrition healthy and sick children,  
- knows rules and conduct immunization balance the child’s health  
  
In the frame of skills:  
- conduct medical interviews with child and his family  
- carry out a physical examination of child at any age  
- assesses the general condition, consciousness and awareness of patient  
- performs indicative hearing test and field of vision and otoscopic examination  
- evaluates the status of newborn using Apgar score and assesses its maturity, can examine reflexes of neonatal  
- summarizes the anthropometric measurements and blood pressure data on percentile grids  
- is able to assess the progress of sexual maturation  
  
In the frame of social competence:  
- can shows respect for the patient and his family  
- respect the patient’s rights, including the protection of personal data  
- can operate in a group  |
| **Type of training module (mandatory/facultative)** | Mandatory |
| **Year of study** | 3-6 |
| **Semester** | 5 |
| **Name of the person leading the module** | Prof. Marek Kaciński, MD PhD  
Prof. Jacek A. Pietrzyk, MD PhD  
Prof. Jacek J. Pietrzyk, MD PhD  
Prof. Walentyna Balwierz, MD PhD  
Prof. Krzysztof Fyderek, MD PhD  
Prof. Andrzej Rudziński, MD PhD  
Prof. Jerzy Starzyk, MD PhD  
Grzegorz Lis, MD PhD  
Przemko Kwinta, MD PhD  |
| **Name of the person examining or granting a credit if it is not the person conducting the module** | Prof. Przemko Kwinta, MD, PhD  
Coordinator of the course: Dr med Piotr Kruczek |
| **Methods of performance** | Cases presentations  
Teaching focused on the problem  
Clinical classes |
| **Initial and additional requirements** | Case presentations, teaching focused on the problem - 26 hours  
Clinical classes - 24 hours |
| **Type and number of class hours that require direct involvement both teacher and students, when such activities are provided for the module** | Participation in mandatory classes - 50 hours  
Preparation for classes - 14 hours  
Development of case and problem presentation- 14 hours  
Preparation for credit - 10 hours  
A total 88 hours of student workload |
| Teaching methods applied | Working with a small group:  
- Presentations of clinical cases  
- PBL type classes - "Problem Based Learning" |
|--------------------------|-----------------------------------------------------------------------------------|
| Methods for testing and evaluation criteria for learning outcomes achieved by students | Students will be evaluated based on participation and active participation in classes, individual task preparation – case or medical problem presentation. Additional criteria for evaluation are the timely execution of tasks and adapt to the requirements relating to the manner of their implementation set by the teacher.  
Individual task:  
Each student prepares a case or medical problem presentation related to the topics listed in the schedule of mandatory education module content. The presentation is presented to the other members of the group participating in the activities and provides a basis for discussion. Each presentation should include:  
- structured presentation of clinical case or presentation of medical problem definition  
- algorithm of diagnostic procedure  
- discussion about therapeutic procedure  
- prognosis presentation  
- list of current literature used for the preparation of presentation  
The presentation should include approx. 10 slides, duration of presentation -10 min.  
Deadlines for implementation of individual tasks and deliver a presentation are defined with the students during classes.  
Detailed criteria for the assessment of individual task will be discussed with students in the classroom.  
Assessment of practical skills:  
Full physical examination of the child and its presentation.  
Final test: (60 questions, 1 out of 5 answers correct), at least 60 % of positive answers needed to pass the test  
Practical skills test carried out by the assistant |
| Form and conditions for module passing, including the rules of admission to the exam, pass, and the form and condition for completion of the various activities within the scope of the module | Graded Credit  
Completion of the module is subject to the following conditions:  
1. attendance  
2. active participation in classes  
3. presentation of clinical case / medical problem  
4. credit test relating practical skills |
| Training module content | Case presentations, teaching focused on the problem - 13 x 2 hours  
1. Fever  
2. Interpretation of radiological examination of the chest in children. Ultrasound of lung  
3. Vomiting, diarrhea, dehydration  
4. The physical development of the child and assessment of nutritional status  
5. Characteristics and physiological changes in the circulatory system of the child: fetal and after birth circulation - essential differences and their significance. A detailed family history (including family history of CHD and their types)  
6. A detailed interview concerning the current status and clinical course of diseases/defects of the circulatory system, large and small signs of congenital heart defects in children  
7. Diagnosis of a child with proteinuria, hematuria, pyuria  
8. Congenital defects of the kidney in children-diagnosis and treatment based on selected clinical cases  
9. Condition with lymphadenopathy. Condition with an enlarged liver and spleen  
10. Anemia in children - symptoms and diagnosis, Bleeding disorders - symptoms and diagnosis  
12. Normal and abnormal maturation - clinical significance  
13. Progressive and stationary encephalopathy  
14. Assessment of motor, cognitive and speech development  
Clinical Exercise - 12 x 2 hours:  
   Documentation in pediatrics - history of the disease, febrile card.  
   Child’s health booklet.  
2. Intelligence collection in pediatrics  
evaluation of somatic development.

4. Skin, subcutaneous tissue, peripheral lymph nodes - physical examination, semiotics. Level of nutrition assessment.


6. Semiotics of the most common disorders of the respiratory system: cough, dyspnea, stridor, cyanosis, physiological and pathological rales

7. Abdomen - study by watching, rating peristalsis, percussion, superficial and deep palpation. External genitalia examination.

8. Semiotics of abdominal diseases: abdominal pain (signs of acute abdomen), vomiting, diarrhea, constipation, free fluid in the peritoneal cavity, enlargement of parenchymal organs


11. The skeletal system, the most common disorder. Evaluation of active and passive mobility of the joints. Examination of the hip joints.

12. Summary - complete physical examination of the child, case presentation by the student.

Basic and supplementary bibliography to complete the module

Basic literature:
2. K. J. Marcdante. Nellson essential of Pediatrics
3. R. B. Goldbloom. Pediatric Clinical Skills

Dimension, principles and form of awarded for practice when the training program provides practice

3/6 part 1. Syllabus, 50 hours

Case presentations – 26 hours

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Department</th>
<th>Doctor</th>
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<tbody>
<tr>
<td>1</td>
<td>Fever</td>
<td>Pediatrics</td>
<td>P. Kwinta</td>
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<tr>
<td>2</td>
<td>Lung USG</td>
<td>Pediatrics</td>
<td>P. Kruczek</td>
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<tr>
<td>3</td>
<td>Vomiting, diarrhea, dehydration</td>
<td>Gastroenterology</td>
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<tr>
<td>4</td>
<td>Physical development, assessment of nutrition</td>
<td>Gastroenterology</td>
<td></td>
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<tr>
<td>5</td>
<td>Fetal and neonatal circulation. Causes of congenital heart defects</td>
<td>Pediatrics</td>
<td>P. Kruczek</td>
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<tr>
<td>6</td>
<td>History taking in heart disorders. Minor and major signs of congenital heart defects</td>
<td>Cardiology</td>
<td></td>
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<tr>
<td>7</td>
<td>Proteinuria, hematuria, pyuria</td>
<td>Nephrology</td>
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<tr>
<td>8</td>
<td>Congenital defects of kidneys and urinary tract – diagnostics</td>
<td>Nephrology</td>
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<tr>
<td>9</td>
<td>Lymphadenopathy, hepatosplenomegaly</td>
<td>Hematology</td>
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<tr>
<td>10</td>
<td>Anemia in children – symptoms and diagnostics. Hemorrhagic diathesis</td>
<td>Hematology</td>
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<tr>
<td>11</td>
<td>Normal and abnormal growth</td>
<td>Endocrinology</td>
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<tr>
<td>12</td>
<td>Normal and abnormal puberty</td>
<td>Endocrinology</td>
<td></td>
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<tr>
<td>13</td>
<td>Assessment of motor, cognitive and speech development</td>
<td>Neurology</td>
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Practical exercises – 24 hours

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<tr>
<th>No</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>The child as a patient – respect of the child’s and parental rights. Periods of development in childhood. Patient’s record</td>
<td>Pediatrics</td>
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</tr>
<tr>
<td>2</td>
<td>Taking history in pediatrics</td>
<td>Pediatrics</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>General status assessment. Assessment of growth</td>
<td>Pediatrics</td>
<td></td>
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<tr>
<td>4</td>
<td>Skin, subcutaneous tissue, lymph nodes – physical exam, signs and symptoms. Assessment of nutrition</td>
<td>Pediatrics</td>
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</table>
Gastroenterology  
Nephrology  
Neurology |
| 6. | Signs and symptoms of respiratory tract disorders: cough, dyspnoe, stridor, physiologic and pathologic auscultatory changes | Pediatrics  
Gastroenterology  
Nephrology  
Neurology |
| 7. | Examination of abdomen: bowel sounds, percussion, palpation. Examination of genitalia | Pediatrics  
Gastroenterology  
Nephrology  
Neurology |
| 8. | Signs and symptoms of abdominal disorders: abdominal pain (acute abdomen), vomiting, diarrhea, constipations, ascites, hepatosplenomegaly | Pediatrics  
Gastroenterology  
Nephrology  
Neurology |
Gastroenterology  
Nephrology  
Neurology |
Gastroenterology  
Nephrology  
Neurology |
| 11. | Examination of extremities and joints. Active and passive range of movements. Hips examination | Pediatrics  
Gastroenterology  
Nephrology  
Neurology |
| 12. | Summary – full physical exam. Case presentation by the student | Pediatrics  
Gastroenterology  
Nephrology  
Neurology |