

DISCIPLINE SHEET**ACADEMIC YEAR****2022- 2023****1. DATA ABOUT THE STUDY PROGRAM**

1.1 Institution of higher education	UNIVERSITY OF MEDICINE AND PHARMACY CRAIOVA
1.2 Faculty	MEDICINE
1.3 Department	8
1.4 Study Domain	HEALTH
1.5 Study cycle	LICENCE
1.6 Study program/ Qualification	MEDICINE

2. DATA ABOUT THE DISCIPLINE

2.1. Discipline name	PEDIATRICS AND INFANT CARE COURSES		
2.2. Discipline code	MED5203		
2.3 The holder of course activities	Cristian Gheonea, Ileana Octavia Petrescu, Elena Carmen Niculescu, Ileana Puiu, Cristina Elena Singer, Carmen Simona Coșoveanu, Radu Diaconu, Ramona Mihaela Nedelcuță, Elena Cătălina Bică, Gigi Călin, Mioara Desdemona Stepan, Dalia Dop, Aritina Moroșanu		
2.4 The holder of seminar activities	Cristian Gheonea, Ileana Octavia Petrescu, Elena Carmen Niculescu, Ileana Puiu, Cristina Elena Singer, Carmen Simona Coșoveanu, Radu Diaconu, Ramona Mihaela Nedelcuță, Elena Cătălina Bică, Gigi Călin, Mioara Desdemona Stepan, Dalia Dop, Aritina Moroșanu		
2.5. Academic degree	Course: Prof./ Prof./ Prof./ Assoc.Prof./ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer Seminar activities: Prof./ Prof./ Prof./ Assoc.Prof./ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer/ Lecturer		
2.6. Employment (base norm/associate)	Base norm		
2.7. Year of study	V	2.8. Semester	II
		2.9. Course type (content)	CSD
		2.10. Regime of discipline (compulsoriness)	

3. THE ESTIMATED TOTAL TIME (teaching hours per semester)

3.1 Number of hours per week	15,4	3.2 From which: course	5	3.3 seminary/laboratory	10,4
3.4 Total hours in curriculum	215,6	3.5 From which: course	70	3.6 seminary/laboratory	145,6
Time found distribution (hours):					
Study from manual, course support, bibliography, and notes					5,6
Additional documentation in the library, specialized electronic platforms and, on the field					5
Training seminars / labs, homework, reports, portfolios, and essays					5
Tutoring					-
Examinations					-
Other activities, counselling, student scientific programs					-
3.7 Total hours of individual study	15,6				
3.9 Total hours per semester	200				
3.10 Number of credits	8				

4. PREREQUISITES (where appropriate)

4.1 curriculum	The students have to have solid background knowledge of Anatomy, Physiology, Medical Semiology
4.2 competency	-

5. CONDITIONS (where appropriate)

5.1. of course deployment	Lecture Hall with projector / online
5.2. of seminary/ lab deployment	Paediatric departments and wards / demonstration rooms / online

6. SPECIFIC COMPETENCES ACCRUED

PROFESSIONAL COMPETENCES	<p>C1 – To identify and evaluate disorders and to establish the correct diagnosis</p> <p>C4 – To address health issues/illness from the perspective of community specifics, directly related to the social, economic and/or the cultural specificity.</p> <p>C5 – To initiate and to perform scientific research and formative activities in the area of competences</p>
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TRANSVERSAL COMPETENCES	<p>CT1. Autonomy and responsibility</p> <ul style="list-style-type: none"> the acquisition of moral reference points, the formation of professional and civic attitudes, that will allow to the students to be fair, honest, helpful, understanding, nonconflictual, to cooperate and to be comprehensive in the face of suffering, to be available to help people, and to be interested in community development; to know, to respect and to contribute to the development of moral values and professional ethics; to learn how to recognize the problems when they arise, and provide solutions for solving them. <p>CT2. Social interaction</p> <ul style="list-style-type: none"> to recognize and to have respect for diversity and multiculturalism; to have or to learn how to develop teamwork skills; to communicate orally and in writing the manner of work requirements, the obtained results, to consult with the team; to engage themselves in voluntary activities, to know the essential problems of the community. <p>CT3. Personal and professional development</p> <ul style="list-style-type: none"> to commit to lifelong learning; to be aware of self-study as a basis of personal autonomy and professional development; to derive the optimum and creative potential in their own collective activities; to know how to use information and communication technologies.
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7. DISCIPLINE OBJECTIVES (based on the grid of specific competences acquired)

7.1 The general objective of the discipline	<p>The goal of the Pediatrics Department is to provide the fifth-year students informational and logistical support to understand and explain the normal growth and development of the human body from birth to adolescence and to study the most common and relevant disorders of these age groups. A central objective is to allow the medicine student to develop into a proficient provider for the community in regards of all professional and moral aspects.</p> <p>All the activities at the discipline are performed by naturally integrating the lectures content into the practical activities at the bedside. The teaching staff provides the students with the means and the guidance necessary to achieve the abilities and the competences desired and is constantly evaluating the understanding and the motivation of the students.</p>
7.2 The specific objectives of the discipline	<p>Upon completion of the Pediatrics theoretical and practical courses, students will acquire the following types of skills:</p> <p>COGNITIVE, which will allow the student to:</p> <ul style="list-style-type: none"> To assess the somatic and psychomotor characteristics of the healthy infant, define the term and premature newborn; identify anatomical-physiological peculiarities on newborn devices and systems according to gestational age and birth weight; To know the nutritional needs of the child and apply the principles of correct nutrition of the child from birth to adolescence; promote the importance of natural nutrition in infants, recommend the rules of food diversification and identify misfed infants and the repercussions on health; To identify overweight and obese patients; To recognise cases of dystrophy and rickets, distinguish the degrees of dystrophy in various infants and young children and infer their causes in order to correct them; To recognize clinical symptomatology, analyze the causes, carry out positive and differential diagnosis of various pediatric conditions; distinguish the symptoms of conditions that manifest differently depending on the age of the paediatric patient; To acquire the skill of clinical reasoning leading to diagnosis, appropriation of treatment methods; To identify clinical situations of severity (suffering sugar, sick newborn, etc.); To recognise and manage "social" cases correctly; To conduct an effective anamnesis in the child and the caregivers and make use of the information obtained; To assess and respond to the child's psychosocial needs. <p>PRACTICAL SKILLS</p> <ul style="list-style-type: none"> Execute maneuvers to record volumes, capacity and pulmonary flow; Measure the anthropometric parameters and calculate Body Mass Index and Waist-Thigh Index; Determine base glucose level and interpret the results; Perform and interpret a pregnancy test. examine the newborn and infant, measure the size and perimeters, the body weight of the infant in conditions of comfort for the patient; To palpate, percussively and perform the auscultation of the newborn and infant, of the young child including in situations detrimental to the examiner (extreme agitation); Properly examine the oral cavity in the infant and young child and identify abnormal aspects; To perform the neurological examination correctly; To perform manoeuvres of harvesting biological products in the child;

	<ul style="list-style-type: none"> ▪ To perform basic manoeuvres to resuscitate vital functions. <p>ATTITUDES</p> <ul style="list-style-type: none"> • The acquisition of moral reference points, the formation of professional and civic attitudes, that will allow the students to be fair, honest, helpful, understanding, unconflictuals, to cooperate and to be comprehensive in the face of suffering, to be available to help people, and to be interested in community development; • To shaping behaviour, forming professional attitudes to support students to be patient, cooperative, empathetic in the face of the suffering of the child and the family; • To be aware of his role and obligations in relation to the patient and the rights and needs of the child; • To empathize in communication with the paediatric patient and provide emotional support; • To achieve and develop their ability to work effectively within the team.
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8. CONTENTS

8.1 Course (content units)	hours
P5.C.1. „Introduction in Pediatrics and Puericulture”: Definitions. Legal and ethical issues in childhood medicine. The profilactics of chronical disorders. Community Pediatrics, infectious diseases management, epidemics. „Specific aspects in Pediatrics”: Essential pediatric semiology. Clinical pharmacological issues in pediatric practice. Adolescent medicine.	5
P5.C.2. „Puericulture Notions”: Definitions. Growth and development of the child (factors involved, growth curves, anthropometric criteria). Growth disorders. Psychological and physical development. „Behavioural and development disorders in children”: Development and behavioural disorders. Difficult learning and communication. Disability in children. The abused child.	5
P5.C.3. „Vaccinology Notions”: Vaccines – immunizations. The role and the interventions of the Pediatrician in vaccines controversies. Immunization schedule. The traveling child. „The newborn”: Family insertion. Evaluation, perinatal infections, genetic disorders.	5
P5.C.4. „Infant nutrition and feeding principles”: Energy requirements, nutrients. The newborn and the infant feeding. Natural and artificial feeding, diversification. „Pediatric nutrition notions”: The nutrition in toddlers, pre-schoolers and children of school age. Nutritional status evaluation, nutritional interventions.	5
P5.C.5. „Nutrition and metabolism disorders.”: Obesity, diabetes. „Deficiency disorders in children”: Malnutrition, deficiency anaemia, common rickets.	5
P5.C.6. „Paediatric emergencies”: Child resuscitation, specific aspects of acute child poisoning. „Upper respiratory infections in children”: Common cold, pharyngitis, sinusitis, otitis, otomastoiditis, acute laryngitis.	5
P5.C.7. „Respiratory infections in children”: Acute respiratory failure. Sudden death syndrome. Foreign bodies. Allergic rhinitis. „Obstructive respiratory disorders”: Acute bronchiolitis and recurrent wheezing. Bronchial asthma.	5
P5.C.8. „Paediatric Pneumology”: Pneumonia. Pulmonary TB. Cystic fibrosis. „Paediatric Cardiology”: Endocarditis, myocarditis, pericarditis. Heart failure.	5
P5.C.9. „Cardiovascular disorders”: Congenital heart malformations. Arterial hypertension. „Urologic disorders in children”: Urinary tract infections. Vesicoureteral reflux. Enuresis.	5
P5.C.10. „Paediatric Nephrology”: Glomerular nephropathy. Glomerulonephritis. Nephrotic syndrome. Renal failure. „Digestive system disorders in children”: Loose stools. Acute dehydration syndrome. Intestinal parasite infection. Constipation.	5
P5.C.11. „Paediatric Gastroenterology”: Gastroesophageal reflux. Coeliac disease. „Paediatric Hepatology”: Jaundice in newborn and child. Acute hepatitis. Chronic hepatitis (viral, immune). Liver cirrhosis.	5
P5.C.12. „Haematologic disorders in children”: Haemolytic anaemia. Primary haemostasis disorders. Bleeding disorders. „Paediatric Haematology and Oncology”: Intravascular disseminated coagulation. Acute leukaemia. Lymphomas.	5
P5.C.13. „Paediatric Dermatology”: Rashes, pigmentary disorders, cutaneous infections, atopic dermatitis. „Central nervous system disorders”: Central nervous system malformations, cerebral palsy, floppy muscle syndrome. Meningitis, encephalitis.	5
P5.C.14. „Neurological disorders”: Febrile seizures, epilepsy and epileptic syndromes. Coma. „Inflammatory disorders and immune deficiency syndromes”: Juvenile arthritis, Kawasaki disease, systemic lupus erythematosus, acute rheumatic fever, immune deficiency syndromes.	5

REFERENCES	
1. Lectures. 2. <i>Note de curs</i> . Gheonea C., Niculescu C., Petrescu I., Stanescu L. (sub red.), Editura Medicala Universitara Craiova, 2020 3. <i>Nelson Textbook of Pediatrics</i> , 21-th Ed., Kliegman RM, Geme J.S. (Ed.), Elsevier-Saunders Publ., 2019. 4. <i>Pediatrie. Puericultură-Ghid practic pentru studenți</i> Niculescu EC, Dop D, Puiu I, Stepan D, Morosanu A. Editura Medicală Universitară Craiova. 2016. 5. <i>Tratat de pediatrie</i> . Iordăchescu F., Georgescu., Miron I., Mărginean O. (sub red.);, Editura ALL, 2019. 6. <i>Pediatrics at a glance for medical students</i> . Diaconu R., Bică E.C., Dop D., Coșoveanu S., Moroșanu A. Editura Medicală Universitară Craiova, 2020.	
8.2 Practical work (topics / themes)	
P5.LP1. History taking in pediatrics – principles and practice at bedside; identifying and interpreting scarce clinical anamnestic data that are relevant for the diagnosis.	10,4
P5. LP2. Clinical examination – age specific issues.	10,4
P5. LP3. Anthropometric evaluation (weight, length, circumferences) and interpretation by age group. Assessment of growth and development.	10,4
P5. LP4. Medical records, patient care and office forms.	10,4
P5. LP5. Immunization schedule. Infectious diseases prevention and care. Clinical case studies.	10,4
P5. LP6. Newborn and infant childcare: feeding technique (natural, artificial), diversification, preparing baby foods, infant bathing. Arrival of the newborn in the family, first evaluation of the newborn by the practitioner (after hospital discharge). Clinical cases.	10,4
P5. LP7. Identifying common deficiency disorders (malnutrition, anemia, and rickets). Clinical case studies.	10,4
P5. LP8. Blood drawing in infants and older children. Clinical case studies.	10,4
P5. LP9. Interpreting specific lab data (blood, urine, cerebrospinal fluid). Clinical case studies.	10,4
P5. LP10. Performing and interpreting pulmonary function tests in children.	10,4
P5. LP11. Parenteral nutrition at different age groups and conditions. Clinical case studies.	10,4
P5. LP12. The child with acute disorders – hospital management, special considerations. Life-threatening conditions. CPR by age groups. Clinical case studies.	10,4
P5. LP13. The child with chronic disorders: follow-up plans, special considerations. Clinical case studies.	10,4
P5. LP14. Clinical case presentations.	10,4
REFERENCES	
1. Discipline protocols. 2. <i>Pediatrics at a glance for medical students</i> . Diaconu R., Bică E.C., Dop D., Coșoveanu S., Moroșanu A. Editura Medicală Universitară Craiova, 2020. 3. <i>Pediatrie. Puericultură-Ghid practic pentru studenți</i> Niculescu EC, Dop D, Puiu I, Stepan D, Morosanu A. Editura Medicală Universitară Craiova. 2016.	

9. CORROBORATING THE DISCIPLINE CONTENT WITH THE EXPECTATIONS OF EPISTEMIC COMMUNITY REPRESENTATIVES, PROFESSIONAL ASSOCIATIONS AND EMPLOYEE REPRESENTATIVES RELATING TO THIS PROGRAM

<ul style="list-style-type: none"> ▪ Pediatrics-Puericulture is a fundamental clinical discipline, mandatory for a student in his preparation for becoming a doctor. ▪ The knowledges, practical skills and the attitudes learned on this discipline are offering the basics of the pathological processes that will be studied in other disciplines and it is the basis for comprehension and understanding and learning of every medical attitude regarding the prevention, diagnosis, curative and the recovery processes.

10. METHODOLOGICAL LANDMARKS

Forms of activity	Techniques of teaching / learning, materials, resources: lecture, interactive group work, learning based problems / projects audio-video recordings, etc.
Cours	In case of special situations (alert states, emergency states, and other types of situations that limit the physical presence of people) the activity can be performed online using computer platforms endorsed by the faculty / university. The online education process will be adapted accordingly to ensure the fulfilment of all the objectives set out in the discipline sheet.
Practical work	The following combined methods are used: lecture, debate, and problematization.
Self-study	For the online version: lecture, debate, problematization based on materials provided in advance.

11. RECOVERY PROGRAM

Absences recoveries	No. absences that can recover	Location of deployment	Period	In charge	Scheduling of topics
	3	Pediatric wards / online	The last week of the semester	Teaching Assistant	According to the internal schedule
Schedule	2 hours /week	Pediatric wards /	Weekly	All teaching assistants	The theme of the

consultations / Students' Scientific Program		online			week.
Program for students poorly trained	2 hours/ week	Pediatric wards / online	Weekly	All teaching assistants	According to the situation of each student Theme from that specific week

12. ASSESSMENT

Activity	Types of assesment	Method of evaluation	Percentage from final grade
Lecture	Formative assesment through essays, projects and surveys during the semester Summative assesment during the exam	Multiple Choice Questions Answering System (MCQ)/MCQ.	60%
Practical work	Formative assesment through Multiple Choice Questions Answering System (MCQ) or/and descriptive, projects, survey during the semester. Periodic assesment during the semester Summative assesment during the exam	Multiple Choice Questions Answering System (MCQ) simultaneously with the one from the course	20%
Periodic assesment			10%
Assesment of individual activity			10%
Minimum performance standard	At least 50% for each component of the evaluation		

13. GUIDANCE AND COUNSELLING PROGRAMS

Professional guidance and counselling programs (2 hours/monthly)

Scheduling the hours	Location	In charge
Every last Friday of the month	Pediatric wards /online	Lecture holders

Endorsement date in the department: 04.09.2022

Department Director,
Prof. Nicolae CERNEA

Coordinator of study program,
Prof. Marius Eugen CIUREA

Discipline holder,
Prof. Ileana Octavia PETRESCU