



<p style="text-align: center;"> <small>ONTÜSTİK-KAZAQSTAN MEDISINA AKADEMIASY</small> <small>«Оңтүстік Қазақстан медицина академиясы» АҚ</small> </p>		<p style="text-align: center;">  <small>SOUTH KAZAKHSTAN MEDICAL ACADEMY</small> <small>АО «Южно-Казахстанская медицинская академия»</small> </p>
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Discipline work program on discipline «Propaedeutics of pediatric diseases»
Educational program 6B10115 «Medicine»

	General information about a course		
1.1	Course Code: PPD 3226	1.6	Academic year: 2025-2026
1.2	Course name: Propaedeutics of pediatric diseases	1.7	Year: 3
1.3	Prerequisites: General pathology	1.8	Term: 7
1.4	Post-requisites: Childhood diseases-1	1.9	Number of credits (ECTS): 5
1.5	Cycle: BD	1.10	Component: UC
2.	Course description (maximum 150 words)		
Formation of knowledge about methods of examination of children, physiological features of childhood, symptoms and syndromes of diseases, principles of diagnosis. Formation of communication skills with children and parents, respecting ethical principles and inclusion, as well as the basics of medical records and care of children in outpatient settings, taking into account self-monitoring and improvement.			
3.	Summative assessment form		
3.1	Testing	3.5	Coursework
3.2	Writing ✓	3.6	Essay
3.3	Oral	3.7	Project
3.4	Practical Skills Acceptance ✓	3.8	Other (specify)
4.	Discipline objectives		
Formation of a holistic view of research methods, 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 based on its joint study with fundamental disciplines.			
5.	Learning outcomes (Course learning outcomes)		
CLO 1.	Demonstrates knowledge and understanding of the basics of semiotics and syndromology, the main parameters of laboratory studies of pathological processes of organs and systems in children and adolescents		
CLO 2.	Knows filling of medical documentation, methods of questioning, physical examination of the child, as well as the interpretation of morphological, laboratory and instrumental research methods; outline the scope of additional studies to clarify the syndrome of the lesion, formulate a syndromic diagnosis		
CLO 3.	Investigates and substantiates the need for the collected material on the use of the main method of clinical examination for diseases of the internal organs in children and adolescents		
CLO 4.	Uses clinical thinking in collecting information about drawing up a plan and interpreting laboratory and instrumental methods for examining a child with diseases of internal organs and systems.		
CLO 5.	Able to communicate information, ideas, problems and solutions, both to specialists and non-specialists, owns the norms of ethics and deontology in communication with patients, their parents (legal representatives) and the team		
CLO 6.	Apply scientific principles, methods and knowledge to medical practice and research; capable of continuous self-education and development.		
5.1	Course learning outcomes	The learning outcomes of the EP, which are related to the learning outcomes of the course	


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CLO 5	LO 4. Promotes activities within the framework of the RK health legislation to ensure quality health care.
CLO 1 CLO 2 CLO 3	LO 6. Conducts outpatient appointments, diagnosis, treatment, follow-up and rehabilitation of pediatric and adult patients, including pregnant women, based on evidence-based practice principles.
CLO 4 CLO 6	LO 9. Works in the electronic databases of the RK health care system, providing documentation of the processes of medical services and management of medical and statistical information as part of the processes of digitalization of health care.
CLO 6	LO 10. Qualitatively performs professional duties on the basis of self-control and continuous improvement of his/her activity.

6.	Details of the course					
6.1	Location: building, auditorium: Shymkent, "Regional Children's Clinical Hospital". Argynbekova 125. Email address: ped.rez@mail.ru					
6.2	Number of hours	Lectures	Prac. lessons	Lab.lessons	SIWT	SIW
		10	40	-	15	85


7.	Information about teachers		
№	Full name	Degrees and title	Email address
1.	Absadyk A.E	assistant	Aidana.absadyk@mail.ru
2.	Baltabaeva B.S.	assistant	Boti.asik@mail.ru
3.	Eskaraeyeva M.A	assistant	

8.	Thematic plan					
We ek	Topic name	Summary	Course learning outcomes	Number of hours	Forms / methods / learning technologies	Forms / assessment methods
1	Lecture. Periods of child development.	APF of the child's development periods. The scheme of the medical history. Questioning and general examination of sick children of different age groups	CLO 1	1	Overview	Feedback
	Practical lesson. General examination of the child. Methods of studying the nervous system..	Assessment of the general condition. Stigmas of dysembriogenesis, external malformations, signs of injury. Physical development. Anthropometric research. Developmental disabilities. Nervous system and psycho-motor development of young children. Methods of examination of neurological status in children: examination, assessment of consciousness, questioning, history	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills.

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		collection, objective examination: palpation, determination of neonatal reflexes (posture and tone), tendon reflexes and reflexes of innate automatism; Sensory organs.				
	SIWT/SIW: Assessment of psycho-motor development in different periods of childhood.	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.	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
2	Lecture. Semiotics of nervous system damage in children	Features of the lesion of the nervous system in children: convulsive syndrome; meningeal syndrome; syndromes of impaired consciousness, sleep; syndrome of general depression; syndrome of motor disorders; syndrome of increased neuro-reflex excitability; cerebrospinal fluid hypertension syndrome; The concept of neurosis. Perinatal CNS lesion in newborns and infants.	CLO 1	1	Overview	Feedback
	Practical lesson. Semiotics of nervous system damage in children	Principles of questioning, general examination, anamnesis collection and an objective method of examining sick children of different age groups with neurological disorders. Identification of diagnostic methods and interpretation of their results. Features of clinical methods of examination of children: assessment of the level of neuropsychiatric development of the child according to age, assessment of consciousness. The method of determining the meningeal symptoms: occipital stiffness syndrome, Kernig's symptoms, Brudzinsky's symptoms, Lesage's symptom. Methods of external and local examination of a sick child with pathology of the nervous system. Semiotics of sensory organ damage.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	PBL (discussion of a clinical case), demonstration of practical practices	Checklist of the patient's clinical analysis and practical skills acquisition.
	SIWT/SIW: Behavioral and emotional disorders in children.	Attention deficit disorder. Hyperactivity disorder in children.	CLO 1 CLO 2 CLO 4 CLO 6	6 (2/4)	Preparation of a presentation on the topic	Presentation on checklist


3	Practical lesson. Methods of skin research in children. Semiotics of skin lesions.	APF of the skin and subcutaneous adipose tissue in children. Features of the structure of the skin and its appendages. The methodology of questioning, general examination, anamnesis collection and an objective method of examining sick children of different age groups with skin pathology. Identification of diagnostic methods and interpretation of their results. Primary and secondary morphological elements. Palpation. Skin tests. The method of studying subcutaneous fat. Semiotics of skin lesions: changes in color, pigmentation, skin integrity, changes in skin vessels, humidity, temperature and elasticity of the skin. Semiotics of subcutaneous tissue damage: assessment of the degree of development, distribution, consistency of fat, turgor of soft tissues, the presence of edema. Insufficient or excessive fat deposition, lipomatosis, lipodystrophy, thickening. Dystrophic, infectious and allergic skin changes, features of rashes in children. Features of hygiene and skin care for children.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	3	Working in small groups, solving test tasks	Evaluation of the oral survey, Testing.
	SIWT/SIW: Changes in the appendages of the skin.	Nail damage, hair damage in physiological and gynecological conditions in children. Morphological immaturity of the skin and its compensation factors. Skin Features	CLO 1 CLO 2 CLO 4 CLO 6	1/4	Preparation of a presentation on the topic	Presentation on checklist
4	Lecture. Methods of studying the musculoskeletal system in children.	APF of the musculoskeletal system. Features of the structure of bones and skeleton. Methods and techniques of examination of the musculoskeletal system in children of different age groups.	CLO 1	1	Overview	Feedback
	Practical lesson. Research methodology and semiotics of damage to the musculoskeletal system.	Principles of questioning, anamnesis collection and an objective method of studying the musculoskeletal system and muscular system of children of different age groups. Joint examination. Muscle tone. Dental examination. Semiotics of musculoskeletal system damage: skeletal abnormalities, deformities of bones and joints, dental pathology, muscular dystrophies, and tonus disorders. Syndrome of hypotension and muscular dystrophy in children of different ages. Symptoms of	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	3	PBL (discussion of a clinical case), demonstration of practical practices	Checklist of the patient's clinical analysis and practical skills acquisition.

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		ossification disorders and bone system abnormalities in children, osteomalacia				
	SIWT/SIW: Rickets and ricket-like syndrome.	Incidence. Predisposing factors and causes, classification, clinical manifestations. Diagnosis and interpretation of results. Modern methods of prevention.	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
5	Lecture. Methods of studying the respiratory system in children	APF of the respiratory system, respiratory tract. Functional features of the respiratory system. Methods of examination of respiratory organs. Cough phenotypes.	CLO 1	1	Overview	Feedback
	Practical lesson. Methods of studying the respiratory system in children	Interviewing a sick child or parent with respiratory diseases: main, minor complaints, their pathogenesis. Features of the medical history and life: the role of predisposing factors in the development of diseases of the respiratory system. Examination: examination of the skin, mucous membranes of the lips, fingertips; condition of external respiration - examination of the nose – condition of the septum and wings of the nose, nasolabial triangle; their changes - examination of the chest – shape, symmetry of both halves, participation in the act of breathing; their changes. Static and dynamic chest examination in children. Determination of the frequency, type and rhythm of breathing. Chest palpation: methods for determining chest elasticity; methods for determining vocal fremitus and its changes. Determination of chest resistance and vocal fremitus in children of different age groups. Lung percussion: physical foundations of lung percussion and clear lung sound; rules of percussion; methods and techniques of comparative and topographic percussion: the method of determining the upper and lower boundaries of the lungs, Kerning fields. A method for determining the active mobility of the lower edge of the lungs. Auscultation of the lungs: rules, procedure and technique of auscultation of the lungs; normal respiratory noises, their types: - vesicular (puerile) breathing - mechanism of formation, characteristics, places of listening,	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	3	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills.

		types of changes, physiological causes of changes; bronchial breathing - mechanism of formation, characteristics, places of listening, types of changes, causes of listening in an atypical place. Bronchophonia. Side respiratory noises. The mechanism of occurrence of wheezing, crepitation, and pleural friction noise. Additional breathing noises. Mechanisms of occurrence				
	SIWT/SIW: Laboratory and instrumental methods of respiratory organs examination	Study of the function of external respiration in children. Types of laboratory and instrumental research methods.	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
6	Practical lesson. Semiotics of respiratory system damage in children.	Clinical features in children of different age groups with respiratory system disorders: forced position, voice changes, pain, cough, chest shape changes, respiratory rhythm disturbances, shortness of breath. Predisposing factors, causes, pathogenesis, clinical manifestations and diagnosis of the main lesions of the respiratory system: bronchoobstructive syndrome; syndromes of acute and chronic respiratory failure; lung tissue compression syndrome; lung cavity syndrome; fluid and/or air accumulation syndrome in the pleural cavity; lung tissue elevation syndrome, aspiration syndrome, upper respiratory tract obstruction syndrome. Clinical and radiological features.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	3	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.
	SIWT/SIW: Respiratory distress syndrome of newborns	Predisposing factors and causes leading to the development of RDS in newborns. Clinical manifestations.	CLO 1 CLO 2 CLO 4 CLO 6	1/4	Preparation of a presentation on the topic	Presentation on checklist
7	Lecture. Methods of studying the cardiovascular system in children	Fetal blood circulation. APF of the cardiovascular system in children	CLO 1	1	Overview	Feedback
	Practical lesson. Methods of studying the cardiovascular system in children	Questioning, examination, anamnesis collection, objective examination, diagnosis and interpretation of the results of children of various ages with pathology of the cardiovascular system. Data from physical methods of	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	Discussion of the lesson topic, mastering practical	Evaluation of the oral survey, checklist mastering


	studying the cardiovascular system in a physiological state. Changes in the chest in CVS pathologies. Acceleration of the heartbeat, pulsation of the base of the heart, epigastric pulsation. Peripheral vascular examination: vascular examination - palpation of the carotid and radial arteries; visible pulsation, determination of the pulsation of the aorta in the jugular fossa; method of determining the pulse on the radial arteries, its properties - comparison of the pulse on both arms, frequency, rhythm, filling, tension, magnitude, shape of the pulse; determination of the pulse on the temporal, carotid, brachial arteries, ulnar, popliteal and foot arteries. Percussion of the heart: the goals of percussion; rules and procedure of heart percussion - position, position of the finger-plethysmometer, impact force; determination of the boundaries of relative dullness of the heart, determination of the boundaries of absolute dullness of the heart, determination of the boundaries of the vascular bundle, determination of the configuration of the heart. Methods and techniques of cardiac auscultation in children of different age groups. The order of listening. The listening locations are the true projection of the valves. Auscultation characteristics of heart tones in children of different ages. The mechanism of the occurrence of tones. Causes of increased and decreased heart tones in children. Classification of heart murmurs. Concept and types of blood pressure; Auscultation method for determining blood pressure (BP) on the ulnar artery			skills	practical skills. Testing.
SIWT/SIW: Methods of conducting EchoCG and functional tests in childhood	The diagnostic value of EchoCG in childhood. The concept of exercise – functional tests in 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 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
Midterm control №1	Monitoring of academic achievements, carried out upon completion of the nervous, skin, musculoskeletal,			Solving test tasks, taking	Testing, control, mastering

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		respiratory, and cardiovascular (I) systems			practical skills, discussing a clinical case	practical skills, solving situational problems
8	Lecture. Semiotics of CVS lesion in children	Congenital heart defects in children of different age groups, stages of embryonic development of the heart, definition of the concept, varieties, causes, features of hemodynamics. Diagnostic algorithm.	CLO 1	1	Overview	Feedback
	Practical lesson. Semiotics of CVS lesion in children	Predisposing factors, causes, classification, pathogenesis, clinical manifestations and diagnosis of the main lesions of the cardiovascular system: acute and chronic insufficiency syndrome, congenital heart defects, myocardial damage syndromes, cardiac arrhythmia and conduction syndromes, congenital and acquired carditis syndrome. Syndrome of damage to the valvular heart apparatus. Syndrome of arterial hypertension and hypotension in childhood: primary and symptomatic. Acute vascular insufficiency syndrome.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.
	SIWT/SIW: The method of ECG removal in children and the features of the results.	Electrocardiographic signs of atrial and ventricular hypertrophy, age-related features. Definition. Diagnostic significance	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
9	Practical lesson. Research methodology of the digestive system in children	Embryonic development of digestive organs. Malformations of the embryonic development of the digestive system. APF of the digestive system. Questioning, examination, anamnesis collection, objective examination, diagnosis and interpretation of the results of children of various ages with pathology of the digestive system. Objective research methods: Examination of the oral cavity. The methodology and technique of performing superficial palpation of the abdomen in children using the Obratzsov-Strazhesko method. Methods and techniques of deep abdominal palpation in children using the Obratzsov-Strazhesko method. Methods and techniques for determining the lower border of the	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	3	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.

		stomach. Methods and techniques of abdominal percussion to determine free fluid in the abdominal cavity examination of patients, diagnostic value of superficial and deep palpation of the abdomen, percussion of the liver and spleen, auscultation of abdominal organs. Definitions of splash noise. Detection of a positive Mendelian symptom. A method of questioning a sick child or a parent with liver or spleen disease. The technique and technique of liver percussion according to Kurlov. Methods and techniques of liver palpation in children. Methods and techniques of percussion and palpation of the spleen in children of different age groups.				
	SIWT/SIW: Instrumental and laboratory methods for the study of patients with diseases of the digestive system in children of different age groups.	Laboratory determination of plasma bilirubin levels, proteinograms, and enzyme levels. Diagnostic significance of functional tests. Coprological research.	CLO 1 CLO 2 CLO 4 CLO 6	5 (2/ 3)	Preparation of a presentation on the topic	Presentation on checklist
10	Lecture. Semiotics of digestive system emptying in children	Abnormalities of the gastrointestinal tract. Vomiting syndrome. Esophageal atresia, causes of development, diagnosis.	CLO 1	1	Overview	Feedback
	Practical lesson. Semiotics of digestive system emptying in children	Predisposing factors, causes, classification, pathogenesis, clinical manifestations and diagnosis of the main lesions of the digestive system: gastric and intestinal dyspepsia syndromes. Acute abdominal syndrome, gastroenterocolitic syndrome, lactase deficiency syndrome, jaundice syndrome, ascites syndrome, portal hypertension syndrome and liver failure syndrome.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	PBL (discussion of a clinical case), demonstration of practical practices	Checklist of the patient's clinical analysis and practical skills acquisition.
	SIWT/SIW: Malabsorption and irritable bowel syndrome in childhood.	Prevalence, predisposing factors, classification, etiology, pathogenesis, clinical manifestations, diagnosis, modern methods of prevention.	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
11	Lecture. Methods of examination of the urinary	APF of the urinary system in children.	CLO 1	1	Overview	Feedback

	system					
	Practical lesson. Research methodology and semiotics of urinary tract diseases	Questioning, examination, anamnesis collection, objective examination, diagnosis and interpretation of the results of children of various ages with pathology of the urinary system. General examination: examination of the face, eyelids; examination of the lumbar region; assessment of the degree of kidney prolapse; palpation: technique of palpation of the kidneys and bladder; percussion: the method of shaking the kidney area, percussion determination of the upper border of the bladder; auscultation is a technique for listening to the renal arteries. Urine sample, Zimnitsky and Reberg samples, its indicators are normal and pathological in children. Principles of determining the level of creatinine, urea and residual nitrogen in blood serum, their indicators in normal and pathological conditions in children. Visual examination methods: X-ray and ultrasound. The importance of endoscopic examination methods. Predisposing factors, causes, classification, pathogenesis, clinical manifestations and diagnosis of the main lesions of the urinary system in children: urinary, nephrotic, nephritic, acute renal failure, CRF.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.
	SIWT/SIW: Abnormalities of the urinary system.	Abnormalities of the urinary system.	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
12	Practical lesson. Methods of blood testing and the blood-circulation system	APF of the blood supply system. Questioning, examination, anamnesis collection, objective examination, diagnosis and interpretation of the results of children of various ages with pathology of hematopoiesis organs. The 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 CLO 6	3	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.
	SIWT/SIW: Features of	Features of hemostasis and its pathology in newborns.	CLO 1 CLO 2 CLO	1/4	Preparation of a	Presentation on

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	hemostasis and its pathology in newborns.		4 CLO 6		presentation on the topic	checklist
13	Lecture. Semiotics of blood flow and the blood-circulation system	The main clinical manifestations of hemorrhagic syndrome in newborns. Laboratory parameters of HS. The importance of defining the syndrome in differential diagnosis.	CLO 1	1	Overview	Feedback
	Practical lesson. Semiotics of blood flow and the blood-circulation system	Questioning, examination, anamnesis collection, objective examination, diagnosis and interpretation of the results of children of various ages with anemia and hemorrhagic syndrome. Principles of diagnosis and laboratory characteristics of anemia and hemorrhagic syndrome in children. Morphological diagnosis of anemia.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.
	SIWT/SIW: CBC indicators and coagulograms	CBC and coagulogram indicators in children and their interpretation. Clotting factors.	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist
14	Lecture. Methods of studying the immune system	APF of the lymphoid system in children of different age groups. Morphological and functional immaturity, factors of their compensation, research methods. Lymph node enlargement syndrome. Methods for determining lymphadenopathy.	CLO 1	1	Overview	Feedback
	Practical lesson. Semiotics of damage to the immune system in children	Questioning, examination, anamnesis collection, objective examination, diagnosis and interpretation of the results of children of various ages with myelo- and lymphoproliferative syndromes. Predisposing factors, causes, classification, pathogenesis, clinical manifestations and diagnosis of the main lesions of the immune system: myelo- and lymphoproliferative syndrome, immunodeficiency syndrome, autoimmune syndrome	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	2	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.
	SIWT/SIW: Violation of hemostasis	Laboratory changes in the hemostasis system in children. Bone marrow research and interpretation of the results.	CLO 1 CLO 2 CLO 4 CLO 6	1/5	Preparation of a presentation on the topic	Presentation on checklist

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15	Practical lesson. Semiotics of endocrine system discharge	APF of the endocrine system in children. Questioning, examination, anamnesis collection, objective examination, diagnosis and interpretation of the results of children of various ages with endocrine system pathology. General examination: examination of the face, eyelids, skin; palpation of the thyroid gland. Predisposing factors, causes, classification, pathogenesis, clinical manifestations and diagnosis of the main lesions of the endocrine system: hypo – hyperthyroidism, hypo–hyperglycemia, hypo- and hyperparathyroidism in childhood. Adrenogenital syndrome. Fatness	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6	3	Discussion of the lesson topic, mastering practical skills	Evaluation of the oral survey, checklist mastering practical skills. Testing.
	SIWT/SIW: Sex glands: sex formation and maturation.	Sex glands: sex formation and maturation. Classification. Assessment of puberty.	CLO 1 CLO 2 CLO 4	1/4	Preparation of a presentation on the topic	Presentation on checklist
	Midterm control №2	Monitoring of academic achievements, carried out upon completion of the urinary, hematopoietic, endocrine, and digestive systems.	CLO 1 CLO 2 CLO 3 CLO 4 CLO 5 CLO 6		Solving test tasks, taking practical skills, discussing a clinical case	Testing, control, mastering practical skills, solving situational problems
Preparation and conduct of intermediate certification				15		
9. Training and Teaching Methods						
9.1	Lectures	Overview. Feedback				
9.2	Practical lessons	Discussion of the lesson topic, mastering practical skills. Evaluation of the oral survey, checklist mastering practical skills. PBL (discussion of a clinical case) Checklist of the patient's clinical analysis.				
9.3	SIW / SIWT	Preparation of a presentation on the topic. Presentation checklist				
9.4	Mid-term control	Solving test tasks, taking practical skills, discussing a clinical case. Testing, control, mastering practical skills, solving situational problems				
10. Evaluation criteria						
10.1 Criteria for evaluating the learning outcomes of the discipline						
№ CLO	Criteria for learning outcomes	Unsatisfactorily	Satisfactorily	Good	Excellent	
CLO 1	Demonstrates knowledge and	Unable to determine the	There are errors in the definitions	Correctly defines the basics of	Accurately defines the basics	

	understanding of the basics of semiotics and syndromology, the main parameters of laboratory studies of pathological processes of organs and systems in children and adolescents	basics of semiotics and syndromology, the main parameters of laboratory and instrumental studies of pathological processes of organs and systems in children and adolescents	of the basics of semiotics and syndromology there are errors in understanding the basic parameters of laboratory and instrumental studies of pathological processes of organs and systems in children and adolescents	semiotics and syndromology, there are errors in understanding the basic parameters of laboratory and instrumental studies of pathological processes of organs and systems in children and adolescents	of semiotics and syndromology, the main parameters of laboratory and instrumental studies of pathological processes of organs and systems in children and adolescents
CLO 2	Demonstrates knowledge of the methods of questioning, physical examination of the child, also uses clinical thinking in collecting information when drawing up an examination plan; outlines the scope of basic and additional studies to clarify the lesion syndrome	Is not able to conduct questioning, physical examination of the child, is also not able to use clinical thinking in collecting information when drawing up an examination plan; is not able to justify a plan of basic and additional studies to clarify the lesion syndrome	There are errors in the conduct of questioning, physical examination of the child, there are errors in collecting information when drawing up a survey plan; unable to justify the plan of basic and additional studies to clarify the lesion syndrome	Owns the methods of questioning, physical examination of the child, also uses clinical thinking in collecting information when drawing up an examination plan; is not able to justify the plan of basic and additional studies to clarify the lesion syndrome	Owns the methods of questioning, physical examination of the child, also uses clinical thinking in collecting information when drawing up an examination plan; justifies the planned volume of basic and additional studies to clarify the lesion syndrome
CLO 3	Investigates and substantiates the need for the collected material on the use of the main method of clinical examination for diseases of the internal organs in	Unable to find and analyze the justification of the need for the collected material on the use of basic methods of clinical examination in diseases of internal organs in children and adolescents	Finds but does not substantiate the need for the collected material on the use of basic methods of clinical examination in diseases of internal organs in children and adolescents	Finds but there are errors in the analysis of the justification of the need for the collected material on the use of basic methods of clinical examination in diseases of internal organs in children and adolescents	Finds and analyzes the rationale for the need for the collected material on the use of basic methods of clinical examination in diseases of internal organs in children and adolescents

	children and adolescents				
CLO 4	Uses clinical thinking in collecting information when interpreting the results of morphological, laboratory and instrumental research methods of a child with diseases of internal organs and systems; formulates a syndromic diagnosis; is able to fill out a medical history	Unable to recognize the connection between the clinical picture and the collected information when interpreting the results of morphological, laboratory and instrumental methods of examination of a child with diseases of internal organs and systems; unable to formulate a syndromic diagnosis; unable to informatively correctly fill out the medical history	There are errors in the recognition of the connection between the clinical picture and the collected information when interpreting the results of morphological, laboratory and instrumental research methods of a child with diseases of internal organs and systems; does not fully formulate a syndromic diagnosis; informatively-correctly fills in the medical history	Possesses clinical thinking when recognizing the connection between the clinical picture and the collected information when interpreting the results of morphological, laboratory and instrumental research methods of a child with diseases of internal organs and systems; there are errors in the formulation of a syndromic diagnosis; informatively-correctly fills in the medical history	Possesses clinical thinking when recognizing the connection between the clinical picture and the collected information when interpreting the results of morphological, laboratory and instrumental research methods of a child with diseases of internal organs and systems; correctly formulates a syndromic diagnosis; informatively-correctly fills in the medical history
CLO 5	Able to communicate information, ideas, problems and solutions, both to specialists and non-specialists, owns the norms of ethics and deontology in communication with patients, their parents (legal representatives) and the team	Is not able to communicate in medical practice, taking into account the peculiarities of the psychology of childhood and adulthood, 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	Low level of communication in medical practice, taking into account the peculiarities of 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	Effectively communicates in medical practice, taking into account the peculiarities of the psychology of childhood 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	Effectively communicates in medical practice, taking into account the peculiarities of 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

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		communication with patients, their parents (legal representatives) and the team	communicating with patients, their parents (legal representatives) and the team	in communicating with patients, their parents (legal representatives) and the team	communication with patients, their parents (legal representatives) and the team
CLO 6	Apply scientific principles, methods and knowledge to medical practice and research; 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 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 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 development.

10.2 Assessment methods and criteria

Practical class		
Control form	Score	Evaluation criterion
Discussion of the lesson topic: oral interview	Excellent Corresponds to the estimates: A (4.0, 95-100%); A- (3.67, 90-94%)	<ul style="list-style-type: none"> - Learner accurately identifies and speaks out about the anatomical and physiological features of the child's body, guided by theories, concepts and directions in the discipline being studied and gives them a critical assessment, -Uses scientific achievements of other disciplines such as: pathological anatomy, physiology, biochemistry; -Finds and compares the relationship between the main symptoms and syndromes of lesions of various organs and systems in children and adolescents, visually projects the age characteristics of organs and systems in children and adolescents; -Determines the differences in the features of morphofunctional, physiological conditions and pathological processes in different age periods of childhood.
	Good Corresponds to the estimates: B+ (3,33; 85-89%);	-Learner did not make any gross mistakes during the response, made unprincipled inaccuracies or fundamental errors corrected by the student

	B (3,0; 80-84%) B- (2,67; 75-79%) C+ (2,33; 70-74%)	himself -Does not correctly compare the relationship between the main symptoms and syndromes -Does not fully determine the differences in the features of morphofunctional, physiological conditions and pathological processes; -There is a systematic approach to the visualization of statements.
	Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)	- Learner made inaccuracies and unprincipled mistakes during the answer., -Was limited only to the educational literature specified by the teacher, -Does not correctly compare the relationship between the main symptoms and syndromes, and accordingly had great difficulty in systematizing the material.
	Unsatisfactorily Corresponds to the estimates: FX (0,5; 25-49%) F (0; 0-24 %)	-Learner made fundamental mistakes during the response., -not study the main literature on the topic of the lesson; -Does not understand definitions in any way and does not speak correctly about the anatomical and physiological features of the child's body, -Does not find or compare the relationship between the main symptoms and syndromes, -Not able to identify differences in the features of morphofunctional, physiological conditions and pathological processes, does not know how to use the scientific terminology of the discipline.
Mastering practical skills	Excellent Corresponds to the estimates: A (4,0, 95-100%); A- (3,67, 90-94%)	- Learner is well-versed in questioning and examining patients. -Correctly and accurately selects questions when collecting medical history. -Accurately perform basic physical examination: general examination, palpation, percussion, auscultation, blood pressure measurement, determination of pulse characteristics, respiratory rate, etc. in children and adolescents. -Accurately evaluates the results of the examination. - Used additional literature to prepare for the lesson. Organizes the material on this topic. -Effectively communicates in medical practice, objectively conveys appropriate information, knows and uses the norms of ethics and deontology when performing the skill;
	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%)	-Learner is well-versed in questioning and examining patients, has made -Accurately perform basic physical examination: general examination, palpation, percussion, auscultation, blood pressure measurement, determination of pulse characteristics, respiratory rate, etc. in children and adolescents. -Unable to correctly interpret the results of the

		examination. -Does not accurately convey the proper information;
	Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)	-Is guided by the questioning and examination of patients, -There are errors during the physical examination (palpation, percussion, auscultation and general examination), showed incomplete knowledge of the material on a given topic, while making fundamental mistakes. -There are errors in the evaluation of the survey results. -Low level of communication in medical practice; subjectively conveys relevant information;
	Unsatisfactorily Corresponds to the estimates: FX (0,5; 25-49%) F (0; 0-24 %)	-Unable to carry out practical skills and interpret their results. - Did not participate in the work of the group. Learner is not able to communicate in medical practice; does not provide proper information, does not have any knowledge and is not able to use the norms of ethics and deontology when performing the skill. -Blunders when answering the teacher's questions, without using specific terminology in the answers.
Clinical analysis of patient	Excellent Corresponds to the estimates: A (4,0, 95-100%); A- (3,67, 90-94%)	-Identified the main problems of the patient: - assessed the anamnestic data - evaluated the physical examination data - made a preliminary syndromic diagnosis - Learner drawn up a laboratory research plan - Learner drawn up an instrumental research plan - correctly interpreted the results of laboratory tests - correctly interpreted the results of instrumental research - Learner substantiated his syndromic diagnosis -performed differential diagnosis with similar syndromes
	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%)	-Learner did not fully identify the main problems of the patient: - assessed the anamnestic data - evaluated the physical examination data - couldn't make a preliminary syndromic diagnosis - Learner have drawn up a laboratory research plan - Learner have drawn up an instrumental research plan - did not correctly interpret the results of laboratory tests -misinterpreted the results of instrumental research - Learner substantiated his syndromic diagnosis -performed differential diagnosis with similar

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	<p>Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)</p>	<p>syndromes</p> <p>There are significant errors in determining the patient's condition: - Learner did not fully evaluate the anamnestic data - evaluated the physical examination data without paying attention to the main aspects - couldn't make a preliminary syndromic diagnosis - Learner have drawn up a laboratory research plan - Learner have drawn up an instrumental research plan - did not correctly interpret the results of laboratory tests -misinterpreted the results of instrumental research - could not substantiate his syndromic diagnosis -could not perform differential diagnosis with similar syndromes</p>
	<p>Unsatisfactorily Corresponds to the estimates: FX (0,5; 25-49%) F (0; 0-24 %)</p>	<p>Learner doesn 't understand the task at all</p>
Solving a situational tasks	<p>Excellent Corresponds to the estimates: A (4,0, 95-100%); A- (3,67, 90-94%)</p>	<p>-Learner did not make any mistakes or inaccuracies while solving the situational task. -Understands the patient's problems, gives them a critical assessment, - Correctly draws up a diagnostic action plan, -Has communication skills and uses scientific achievements on this issue.</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>- Learner did not make gross mistakes or make unprincipled inaccuracies while solving the situational task. -Is guided by the patient's problems, has some difficulties in their critical assessment, -When drawing up a diagnostic plan, it allows for some shortcomings, -Has communication skills and does not use scientific achievements on this issue</p>
	<p>Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)</p>	<p>- Learner made inaccuracies and unprincipled mistakes while solving a situational task, -Has some difficulties in analyzing the patient's problem and critically evaluating them, - Makes mistakes when drawing up a diagnostic plan, has communication skills.</p>
	<p>Unsatisfactorily Corresponds to the estimates: FX (0,5; 25-49%) F (0; 0-24 %)</p>	<p>- Learner is not guided by the patient's problems, - Has poor communication skills.</p>
Checklist for LIWT/LIW		
Control form	Score	Evaluation criterion


Preparing for the presentation of the topic	Excellent Corresponds to the estimates: A (4,0; 95-100%); A- (3,67; 90-94%)	-Presentation was completed independently, on time, -volume of at least 20 slides, using at least 5 literary sources, - slides are informative and well-designed, and the speaker demonstrates deep knowledge of the topic during the defense, -does not make mistakes when answering questions during the discussion, he answers clearly without difficulty or a little thoughtfully with uncertainty.
	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%)	Presentation was completed independently, on time., -volume of at least 20 slides, use of at least 5 literary sources, slides are informative, -they may not be accurate, but the speaker demonstrates good knowledge of the topic during the defense., -makes mistakes when answering questions that he corrects himself.
	Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)	-Presentation was completed independently, on time., -at least 20 slides in length, at least 5 literary sources have been used, slides may be meaningless, -during the defense, the author makes fundamental mistakes when answering questions or does not focus on his own material.
	Unsatisfactorily Corresponds to the estimates: F _x (0,5; 25-49%) F (0; 0-24 %)	- Presentation was not delivered on time., -volume is less than 20 slides. Less than 5 literary sources were used - slides are not informative. During the defense, the author makes gross mistakes when answering questions. - Does not know his own material.

Checklist for intermediate certification

Testing

The assessment of test assignments corresponds to a multi-point knowledge assessment system

Demonstration of practical skills	Excellent Corresponds to the estimates: A (4,0; 95-100%); A- (3,67; 90-94%)	- well-versed in questioning and examining patients. -Correctly and accurately selects questions when collecting medical history. -Accurately perform basic physical examination: general examination, palpation, percussion, auscultation, blood pressure measurement, determination of pulse characteristics, respiratory rate, etc. in children and adolescents. -Accurately evaluates the results of the examination. - used additional literature to prepare for the lesson. Organizes the material on this topic. -Effectively communicates in medical practice, objectively conveys appropriate information,
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		knows and uses the norms of ethics and deontology when performing the skill;
	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, has made unprincipled inaccuracies or fundamental errors corrected by the student himself. -Accurately perform basic physical examination: general examination, palpation, percussion, auscultation, blood pressure measurement, determination of pulse characteristics, respiratory rate, etc. in children and adolescents. -Unable to correctly interpret the results of the examination. -Does not accurately convey the proper information;
	Satisfactorily Corresponds to the estimates: C (2,0; 65-69%) C- (1,67; 60-64%) D+ (1,0; 50-54%)	- guided by the questioning and examination of patients, -there are errors during the physical examination (palpation, percussion, auscultation and general examination), showed incomplete knowledge of the material on a given topic, while making fundamental mistakes. -there are errors in the evaluation of the survey results. -low level of communication in medical practice; subjectively conveys relevant information;
	Unsatisfactorily Corresponds to the estimates: F _x (0,5; 25-49%) F (0; 0-24 %)	-unable to carry out practical skills and interpret their results. - did not participate in the work of the group, is not able to communicate in medical practice; does not provide proper information, does not have any knowledge and is not able to use the norms of ethics and deontology when performing the skill. -blunders when answering the teacher's questions, without using specific terminology in the answers.

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	
C	2,0	65-69	Satisfactorily
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

11. Learning resources

Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example: video, audio, digests)

1. Электронная библиотека ЮКМА - <https://e-lib.skma.edu.kz/genres>
2. Республиканская межвузовская электронная библиотека (РМЭБ) – <http://rmebrk.kz/>
3. Цифровая библиотека «Aknurpress» - <https://www.aknurpress.kz/>
4. Электронная библиотека «Эпиграф» - <http://www.elib.kz/>
5. Эпиграф - портал мультимедийных учебников <https://mbook.kz/ru/index/>
6. ЭБС IPR SMART <https://www.iprbookshop.ru/auth>
7. информационно-правовая система «Заң» - <https://zan.kz/ru>
8. Medline Ultimate EBSCO - <https://research.ebsco.com/>
9. eBook Medical Collection EBSCO - <https://research.ebsco.com/>
10. Scopus - <https://www.scopus.com/>

Electronic textbooks:

1. Hugo Van Bever/. Allergic Diseases In Children: The Science, The Superstition And The Stories. Singapore : World Scientific. 2009//[eBook Collection EBSCO](#)
2. Thomas J.A. Lehman. A Clinician's Guide to Rheumatic Diseases in Children. Oxford : Oxford University Press. 2009 // [eBook Collection EBSCO](#)
3. Andrew White. Pediatric Diagnostic Medicine : A Collection of Cases. Philadelphia : Wolters Kluwer Health. 2021//[eBook Collection EBSCO](#)
4. Емханалық педиатрия [Электронный ресурс] : оқулық / қаз. тіліне ауд. Т. С. Шонтасова ; ред. А. С. Калмыкова. - Электрон. текстовые дан. (40,5Мб). - М. : ГЭОТАР - Медиа, 2016. - 752 бет. эл. опт. диск (CD-ROM).
5. Дадамбаев, Е. Т. Амбулаторлық- емханалық педиатрия [Электронный ресурс] : оқулық / Электрон. текстовые дан. (1.85Гб). - Алматы : Эпиграф, 2016. –
6. Балалар аурулары [Электронный ресурс] : оқулық / ред. бас. А. А. Баранов. - Электрон. текстовые дан. (233Мб). - М. : ГЭОТАР - Медиа, 2015. - 1024 б.
7. Ерте жастағы балалар аурулары.2017 <https://aknurpress.kz/reader/web/1573>
8. Шәкімова Г.Ә., Шабдарова С.К., Дадамбаев Е.Т., Имамбаева Т.М., Орынбасарова К.К. Балалар аурулары пропедевтикасы. Оқулық. – Алматы: «Эверо», 2020. -248б. https://www.elib.kz/ru/search/read_book/511/
9. Асқамбай К.«Балалар аурулары пропедевтикасы және балалар ауруларының күтімі», Оқулық (2-ші басылым), Алматы, «Эверо» баспасы, 364 бет. https://www.elib.kz/ru/search/read_book/200/
10. А.В.Мазурин Н.А.Мазурина С.А.Мазурин Е.Т.Даднбаев Балалар арларының пропедевтикасы оқулық 1том-2016 166б
11. https://elib.kz/ru/search/read_book/577/
12. А.В.Мазурин Н.А.Мазурина С.А.Мазурин Е.Т.Даднбаев Балалар арларының пропедевтикасы оқулық 2том-2016 188б
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14. https://elib.kz/ru/search/read_book/575/
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16. https://elibr.kz/ru/search/read_book/511/

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19. Запруднов, А. М. Детские болезни. Т. 2 [Электронный ресурс] : учебник - 2-е изд., перераб. и доп. - Электрон. текстовые дан. (0байт). - М. : ГЭОТАР - Медиа, 2013. - 752 с.

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22. Мазурин А.В., Мазурина Н.А., Мазурин С.А. Пропедевтика детских болезней. 1 том – Алматы: "Эверо", 2020 – 158 с. https://www.elibr.kz/ru/search/read_book/3076/

23. Мазурин А.В., Мазурина Н.А., Мазурин С.А.

24. Пропедевтика детских болезней. 2 том – Алматы: "Эверо", 2020 – 192 с. https://elibr.kz/ru/search/read_book/569/

26. Мазурин А.В., Мазурина Н.А., Мазурин С.А.

Пропедевтика детских болезней. 3 том – Алматы: "Эверо", 2020 – 162 с. https://www.elibr.kz/ru/search/read_book/572/

27. Мазурин А.В., Мазурина Н.А., Мазурин С.А.

28. Пропедевтика детских болезней. 4 том – Алматы: "Эверо", 2020 – 152 с. https://elibr.kz/ru/search/read_book/569/

Laboratory physical resources

Special programs

Journals (electronic journals)

Literature

Basic:

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. Part 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. Propaedeutics 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.
9. Жетіліп және шала туылған нәрестелердегі туа біткен даму ақаулары : оқу құралы / Т. А. Маймаков [және т.б.]. - Шымкент : Әлем баспаханасы, 2019. - 132 бет с
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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 IWS 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 IWS 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 **7/15 weeks** 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

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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
1	SKMA website https://ukma.kz/
2	Academic policy of UKMA https://base.ukgfa.kz/wp-content/uploads/2022/1190-2022.pdf Student Honor Code https://skma.edu.kz/files/IMAGES/structure/vosp_rab/.pdf
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 LIW. 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:</p> <p>$AC\ av \times 0.2 + ACC\ av \times 0.4$</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. 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. 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>

	the exam			
14.	Approval and revision		Full name of Head of the Library and information Center	Signature
Date of approval with the Library and information Center	Protocol № <u>7</u>		<u>Darbicheva R.I.</u>	<u>[Signature]</u>
	<u>25.06.25</u>			
Date of approval at the department	Protocol № <u>11</u>	Full name of Head of the Department	<u>Memelbekov K.S.</u>	<u>[Signature]</u>
	<u>25.06.25</u>			
Date of approval for the AC EP "Medicine"	Protocol № <u>6</u>	Chairwoman of the AC EP "Medicine"	<u>Ayazkhankyz</u>	<u>[Signature]</u>
	<u>27.06.25</u>			
Date of revision at the department	Protocol № <u> </u>	Full name of Head of the Department	<u>[Signature]</u>	<u>[Signature]</u>
Review date on the AC EP "Medicine"	Protocol № <u> </u>	Chairwoman of the AC EP "Medicine"	<u>[Signature]</u>	<u>[Signature]</u>