



**Faculty of Medicine  
Quality Assurance Unit**



**Assiut University  
Faculty of Medicine**

# **Pediatrics Course specification**

**Code: AMED 019**

**Fifth year of M.B.B.Ch.  
Program**

**2016-2017**

# PEDIATRICS COURSE SPECIFICATION

## Course specifications:

Programme(s) on which the course is given: **M.B.B.Ch. program**

Department offering the course: **Pediatrics Department**

Academic year / Level: **Fifth year**

### 1. Basic information

**Title: Pediatrics**

**Code: Amed019**

**Lecture: 108 hours**

**Tutorial/Practical: 132 hours ( 12 weeks )**

**Total: 240 hours**

### 2. -Overall aims

- To provide the students with the knowledge that enable them to identify the normal growth and development (physical and mental), and its clinical application from birth through adolescence
- To enable the students to provide basic health care for individuals in the Pediatric age group (neonates, infants, children, and adolescents)
- To provide the students with an appropriate background covering the common and important pediatric emergencies and diseases
- To enable students to develop and apply appropriate professional attitudes, communications and problem solving skills

### 2- Intended learning outcomes (ILOs)

#### a- knowledge and understanding

**By the end of the course, students should be able to:**

A1- Describe normal growth and development during infancy, childhood and adolescence

A2- Describe appropriate management for abnormalities affecting growth and development

A3- Identify nutritional requirements and the most common pediatric nutritional disorders and their management

A4- Describe the indications, contraindications, administration and precautions of the immunizations necessary for infants and children according to the national schedule and the condition of the child

A5- Identify the most important behavioral issues during childhood and adolescence

A6- Identify the impact of congenital and inherited diseases on children and their families

A7- Define the management priorities for different neonatal and pediatric emergencies

A8- Identify causes and pathogenesis of the most important neonatal and pediatric diseases and describe the therapeutic lines for the most important neonatal and pediatric problems

A9- Describe appropriate measures for health promotion as well as prevention of disease and injury in infants, children and adolescents.

#### **b- Intellectual skills**

**By the end of the course, students should be able to:**

B1- Comprehend the most important symptoms and signs of disease in pediatric patients

B2- Apply appropriate management plans for individual patient presenting with the most common pediatric disorders.

B3- Make judgment regarding common clinical situations using appropriate problem solving skills.

B4- Assess X-rays of chest, heart, and bones and assess lab reports of blood pictures, C.S.F analysis, urine analysis, ESR and ASOT test reports covering the most important Pediatric conditions.

B5- Recognize different neonatal and pediatric emergencies

### **c-Professional and practical skills**

**By the end of the course, students should be able to:**

- C1- Obtain a proper history from a patient in the pediatric age group
- C2- Assess/ follow vital signs in neonates, infants, children and adolescents
- C3- Assess/ follow physical and mental development in neonates, infants, children and adolescents according to standard milestones.
- C4- Perform appropriate clinical and anthropometrics assessments for the nutritional status of infants and children
- C5- Perform an adequate clinical examination for a patient in the pediatric age group and observe deviations from normal
- C6- Manage neonatal care and neonatal resuscitation in the delivery room
- C7- Provide inhalation therapy, IM injections and nasogastric tube insertion
- C8- Provide basic life support (BLS) for infants and children
- C9- Assemble patient's data in an organized and informative manner
- C10- Perform an adequate clinical examination for a patient with nutritional edema, marasmus, kwashiorkor or rickets
- C11- Perform an adequate clinical examination for a patient with persistent neonatal jaundice
- C12- Perform an adequate clinical examination for a patient with acute diarrhea without dehydration, acute diarrhea with dehydration, dysentery, or liver cirrhosis
- C13- Perform an adequate clinical examination for a patient with bronchopneumonia, lobar pneumonia, pleural effusion, bronchiolitis, or wheezy chest.

C14- Perform an adequate clinical examination for a patient with rheumatic heart disease or congenital heart diseases ( VSD and Fallots tetralogy)

C15- Perform an adequate clinical examination for a patient with iron deficiency anemia, hemolytic anemia, aplastic anemia, splenomegaly, hepatosplenomegaly or purpura.

C16- Perform an adequate clinical examination for a patient with nephrotic syndrome or nephritis

C17- Perform an adequate clinical examination for a patient with Down syndrome

C18- Perform an adequate clinical examination for a patient with cerebral palsy

C19- Interpret the radiological features of :

- Normal heart, cardiomegaly of different etiologies (congenital & rheumatic) and pericardial effusion
- Normal chest X ray, lobar pneumonia, bronchopneumonia, pleural effusion, lung collapse, lunge abscess, pneumothorax, hydropneumothorax, and miliary shadows.
- Normal skull X-ray, skull fractures, intracranial calcification, increased intracranial pressure, craniostenosis, and chronic hemolytic anemia
- Rickets and chronic hemolytic anemia

#### **d- General skills**

**By the end of the course, students should be able to:**

D1- Describe strategies using the available community resources

D2- follow different models for assessing client needs, considering the children needs of the society

D3- Communicate effectively with children, adolescent and their families

D4- Follow appropriate professional attitudes and behaviors in different practice situations including history taking and counseling

D5- Deliver information to the patients and their families in a respectable manner

#### **4- Course contents**

<b>Topic</b>	<b>No. of Hours</b>	<b>Lecture</b>	<b>Tutorial/Practical</b>	
<b>General Pediatrics</b>	<b>14</b>	<b>10</b>	<b>4</b>	
<b>Vaccination</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Growth and development</b>	<b>9</b>	<b>2</b>	<b>7</b>	
<b>Infant feeding &amp; Nutritional disorders</b>	<b>22</b>	<b>10</b>	<b>12</b>	
<b>Neonatology</b>	<b>17</b>	<b>8</b>	<b>9</b>	
<b>Genetics</b>	<b>9</b>	<b>3</b>	<b>6</b>	
<b>Nephrology</b>	<b>16</b>	<b>6</b>	<b>10</b>	
<b>Cardiovascular</b>	<b>19</b>	<b>9</b>	<b>10</b>	
<b>Respiratory</b>	<b>18</b>	<b>8</b>	<b>10</b>	
<b>Hematology</b>	<b>20</b>	<b>10</b>	<b>10</b>	
<b>Infectious diseases</b>	<b>18</b>	<b>8</b>	<b>10</b>	
<b>Endocrinology</b>	<b>8</b>	<b>3</b>	<b>5</b>	
<b>Neurology</b>	<b>14</b>	<b>8</b>	<b>6</b>	
<b>Gastroenterology and Hepatology</b>	<b>25</b>	<b>9</b>	<b>16</b>	
<b>Pediatric emergencies, poisoning</b>	<b>9</b>	<b>2</b>	<b>7</b>	
<b>Behavioral Pediatrics</b>	<b>4</b>	<b>3</b>	<b>1</b>	
<b>Rheumatology</b>	<b>4</b>	<b>3</b>	<b>1</b>	
<b>IMCI</b>	<b>6</b>	<b>4</b>	<b>2</b>	
<b>Practical procedures</b>	<b>5</b>		<b>5</b>	
<b>Total</b>	<b>240</b>	<b>108</b>	<b>132</b>	<b>5</b>

#### **5- Teaching and learning Methods**

- 1- Lectures for knowledge and understandings.
- 2- Bed side rotation for physical signs detection.
- 3- Tutorials for case discussion and problem solving.
- 4- Clinical round for case presentations.
- 5- Skill Lab training.
- 6- Small groups teaching for history taking and counseling.
- 7- Sessions for interpreting lab reports
- 8- Sessions for X ray interpretation.
- 9- Sessions for photographic materials
- 10- E-Learning system interactive discussions,

## **Facilities required for teaching and learning**

- 1- Lecture halls
- 2- Skill lab tools
- 3- Audio visual aids (data shows, overhead projectors ....etc)
- 4- Computers and internet facilities (E-Learning)
- 5- Faculty library
- 6- Central library of the Assiut University
- 7- Skills laboratory
- 8- Beds, clinical, and operative facilities of Assiut University Hospitals

## **6-Teaching and learning methods for students with learning difficulties**

Special clinical teaching classes -

## **7- Student assessment Methods**

- 1- Written exams to assess knowledge and intellectual ILOs (a1-a10, b1-b4)
- 2- OSCE stations to assess knowledge, general and intellectual ILOs (a1-a10, b1-b4, d1-d4)
- 3-Clinical examinations to assess intellectual, Practical and general ILOs (c1-c6, b1-b4, d1-d4)
- 4- Practical examination to assess practical and intellectual ILOs (c1-c6, b1-b4).

## **Assessment schedule**

**Assessment 1:** three MCQ examinations during clinical round

**Assessment 2:** written exam at the end of the clinical round including MCQs and case scenario

**Assessment 3:** clinical examination by the end of the clinical round in the form of OSCE stations including X rays, photographs, laboratory reports, patient counseling, history taking, clinical examination and skills through a check list together with one short case.

**Assessment 4:** final written examination by the end of the year

Paper 1: short essay, problem solving, MCQ, and matching

Paper 2: short essay, problem solving, MCQ, and matching

**Assessment 5:** final clinical examination by the end of the year in the form of OSCE stations including X rays, photographs, laboratory reports, patient counseling , history taking, clinical examination and skills through a check list in addition to one short case.

**Weighting of assessments**

**Term exams (1& 2) 20%**

**Final written exam 50%**

**Final Clinical & oral exam 20%**

**Final OSCE exam 10 %**

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**Total 100%**

**8- List of references:**

- 1- Course notes: Pediatric department book and Lectures note 2016
- 2- Essential books: Nelson textbook of Pediatrics 2015
- 3- Recommended books: Nelson Essentials. 2015
- 4- Periodicals and web sites of Pediatrics 2012-2016

**Examination committee**

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