

CHART OF DISCIPLINE/ SYLLABUS

1. Study Program Data

1.1 High Education Institution	VICTOR BABEȘ UNIVERSITY OF MEDICINE AND PHARMACY OF TIMIȘOARA
1.2 Faculty	FACULTY OF MEDICINE
1.3 Departament	XI PEDIATRICS
1.4 Study domain	HEALTH CARE
1.5 Cycle Studies	LICENCE
1.6 Study programme/ Qualification	MEDICINE – MEDICAL DOCTOR

2. Course Data

2.1. Course/Department	PEDIATRIC EMERGENCIES							
2.2 Course tutor								
2.3 Practical activity tutor								
2.4 Year of study 2026-2027	C	2.5 Semester II		2.6 Assessment	Coloc vium	2.7 Course rank	Content	DC
							Mandatory/ Compulsory	DO

3. Duration/Estimated time (number of hours/semester of teaching activity)

3.1 Number of hours/week	2/2 weeks	3.2 lecture/course	2/2 weeks	3.3 laboratory	0
3.4 Total hours of curriculum	14	3.5 lecture/course	14	3.6 laboratory	0
Time distribution for course activity					ore
Study support – manuals, lectures, references and notes					20
Additional documentation – library, dedicated platforms from domain					10
Documentation for seminars/practical activity/projects, themes, portfolios and essays					
Tutoring					
Assessments					6
Other activities					
3.7 Total number of hours for individual study	46				
3.8 Total number of hours per semester	60				
3.9 Number of credits	2				

4. Preconditions (if applicable and requested)

4.1 Curriculum,	Knowledge of anatomy, physiology, pathophysiology, semiology, pharmacology, microbiology, radiology, nutrition
4.2 Skills	<ul style="list-style-type: none"> Performing a complete anamnesis and physical examination Interpretation of some important laboratory results, x-rays, ECG, ultrasounds

5. Conditions (if applicable and requested)

5.1 Courses	<ul style="list-style-type: none"> Classroom with 80 seats, air conditioning, disinfection after each activity Laptop, projector, projection screen, audio boxing, internet connection Information display system for students (colloquium scheduling, bibliography, contact date, consultation schedule, exam information)
5.2 Laboratory/practical activity/project	

6. Key competencies and basic skills

Professional Competencies	<ol style="list-style-type: none"> 1. Recognition of a pediatric emergencies, acquisition of knowledge regarding the rapid evaluation and intervention („Pediatric Basic Life Support”). 2. Knowledge of the main pediatric emergencies (respiratory, cardiovascular, digestive, hematological, nephrological, neurological, metabolic, endocrine, infectious, toxicological and oncological) – clinical picture, investigations, diagnosis, treatment, complications. 3. Learning the specific maneuvers and techniques applied in case of pediatric emergencies (eg. airway opening, chest compression, oxygen administration, vascular or intraosseous access, assisted ventilation, foreign body removal, endotracheal intubation, pleurotomy, cardiopulmonary resuscitation, vagal maneuvers, synchronized cardioversion, defibrillation, lumbar puncture, bone marrow puncture, aso) Learning about the devices used for monitoring of vital parameters (eg. ECG, pulse, blood pressure, oxygen saturation, respiratory rate, temperature), respectively in case of emergency maneuvers (eg. automated external defibrillator, assisted ventilation devices, bag valve mask, aso.)
Transversal Competencies	<ol style="list-style-type: none"> 1. Education of the desire for continuous personal improvement 2. Inoculation of the feeling of responsibility towards the correct diagnosis and treatment of pediatric illnesses 3. Stimulating empathy toward the pediatric patient and their parents 4. Training of a rapid and differential way of thinking in case of critical situations 5. Learning the rapid and correct actions in case of pediatric emergencies

7. Disciplines/Course objectives (based on the key competencies)

7.1 Disciplines/Course specific objectives	Integration of pediatric emergencies in the general field of pediatric study
7.2 Disciplines/Course specific objectives	<ol style="list-style-type: none"> 1. Acquiring knowledge about the clinical, pathophysiological, and paraclinical characteristics of the major pediatric emergencies, and their management 2. Skills – achieving the ability to perform a rapid/complete physical examination in children of different ages, to interpret correctly the pathological aspects, learning specific maneuvers and techniques applied in case of emergencies, familiarization with the devices used in emergency medicine 3. Attitude - formulation of a rapid and correct diagnosis, justification of management in different types of pediatric emergencies

8. Results of learning

- Should be useful, without too much detailed description that can create confusions but also not too general because the information may be without sense
- Should be correlated with the general result of the program
- Should be observable and measurable
- Should be convincing, serious, clear, easy to be understood, useful in any type of assessment regardless of the formal, non-formal or informal formation
- Should be permanently improved through feedback from students or market as any other maturing process, afterwards the terms should be changed in time according to request

Knowledge	<ul style="list-style-type: none"> • Can list the most important stages that marked the development of the field • Explains domain-specific notions • Recognizes / classify concepts / processes / phenomena / structures • Answers to questions • Compares notions
Skills	<ul style="list-style-type: none"> • Select and group relevant information in a given context. • Use specific principles for the purpose of abc. • Develops a scientific text. • Express points of view • Interpretation of causal relationships. • Identify solutions and proposes resolution plans/projects. • Formulate conclusions based on the conducted experiments. • Provide arguments for the identified solutions/ways of resolving.

Responsibility and autonomy	<ul style="list-style-type: none"> • Select appropriate bibliographic sources and analyze them. • Respect the principles of academic ethics, correctly citing the bibliographic sources used. • Demonstrate receptiveness to new learning contexts. • Collaborate with other colleagues and teachers in the conduct of teaching activities. • Demonstrate autonomy in organizing the learning situation/context or problem situation to be solved. • Demonstrate social responsibility through active involvement in student social life/engagement in events in the academic community. • Promote/contribute through new solutions related to the specialist field to improve the quality of social life. • Awareness of the value of its contribution in the field of engineering to identifying viable/sustainable solutions to solve problems in social and economic life (social responsibility). • Apply principles of professional ethics/deontology in the analysis of the technological impact of proposed solutions in the field of expertise on the environment. • Analyzes, interpretes and exploit business/entrepreneurial development opportunities in the specialist field. • Demonstrate skills in managing real-life situations (gestionarea timpului colaborare vs. conflict).
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9. Content

9.1. Methods of teaching <p>Starting from the analysis of the student's learning characteristics and their specific needs, the teaching process will explore both exponential (talk, exposure) and conversational-interactive teaching methods, based on discovery learning models facilitated by direct and indirect exploration of reality (experimentation, demonstration, modeling), but also on action-based methods such as exercise, practical activities and problem solving.</p> <p>In the teaching activity will be used lectures, based on Power Point presentations or various videos that will be made available to students. Each course will begin with a recapitulation of the chapters already completed, with an emphasis on the concepts learned in the last course.</p> <p>Presentations use images and schemes so that the information presented is easily understood and assimilated.</p> <p>This discipline covers information and practical activities designed to support students in their efforts to learn and develop optimal collaborative and communicative relationships in a climate favorable to learning through discovery.</p> <p>The practice of active listening and assertive communication skills, as well as mechanisms for building feedback, will be considered as ways to regulate behavior in various situations and adapt the pedagogical approach to the learning needs of students.</p> <p>The ability to work in a team to solve different learning tasks will be exercised.</p>	
9.2 Lectures/Courses	Number of hours
1. Rapid intervention in case of pediatric emergency. Pediatric basic life support Evaluation of severely ill children	2
2. Respiratory emergencies – Respiratory distress and failure. Foreign body aspiration. Tension pneumothorax. Cardiovascular emergencies – Abnormal rhythms. Cardiac arrest. Hypertensive crisis. Congestive heart failure	2
3. Pediatric shock – hypovolemic, septic, cardiogenic, distributive. Pediatric sepsis	2
4. Metabolic emergencies – Acute dehydration. Electrolyte disorders. Acid-base disorders. Gastrointestinal emergencies – Acute liver failure. Gastrointestinal hemorrhage. Acute abdominal pain.	2
5. Hematologic emergencies – Severe acute anemia. ABC of transfusions. Severe hemorrhagic diathesis – Severe thrombocytopenia. Severe hemorrhagic manifestations of coagulopathies. Diffuse intravascular coagulation. Purpura fulminans	2
6. Nefrologic emergencies – Acute kidney injury. Hemolytic uremic syndrome. Endocrine emergencies – Diabetic ketoacidosis. Hypoglycemia. Adrenal crisis	2
7. Neurologic emergencies – Seizures and status epilepticus. Altered mental status and coma. Headache and increased intracranial pressure. Acute meningitis Toxicologic emergencies – Acute drug and non-drug poisoning	2

Mandatory references: <ol style="list-style-type: none"> 1. Pediatric Emergencies Courses of Dr.Petrescu, 2025 – electronic format 2. Pediatric Emergency Medicine Secrets. SM Selbst, JS Savage. Elsevier 2024 3. Textbook of Pediatric Emergency Medicine. P Cameron, GJ Browne, B Mitra, S Dalziel, S Craig. Elsevier 2023 4. The Harriet Lane Handbook. The Johns Hopkins Hospital. CC Anderson, S Kapoor, TE Mark. Elsevier 2023 Optional references:

10. Correlations between the content of the course and the requirements of the professional field and relevant employers

Pediatrics is the discipline that covers all the pathological aspects in children of different ages - infants, small or older children. It presents the theoretical practical aspects of childhood diseases. It helps the students to formulate a correct diagnosis and to establish adequate therapeutic measures.

11. Assessment

Activity type	11.1 Assessment criteries	11.2 Assessment method	11.3 Percentage of the final grade
11.4 Course	<i>Cunoștințe pentru nota 5:</i> More than/equal with 45% of the maximum points <i>Cunoștințe pentru nota 10:</i> More than/equal with 95% of the maximum points	Exam with grid test, 50 questions, 30% single choice, 70% multiple choice (2 - 4 correct answers)	100%
11.5 Practical activity/seminar			
11.6 Minimum performance standard-basic knowledges <ul style="list-style-type: none"> • The student can sustain the exam only once in a session • The right to sustain the exam depends on a presence of minimum 50% • For passing the exam the minimum mark is 5 • The exam can only be repeated in another session • In case of absence or failure to pass the exam the student has the right to sustain the exam three times • The first two presentations are free; for the third the student has to pay a fee 			

Data completării	Semnătura titularului de curs	Semnătura titularului de laborator/stagiu
Semnătura șefului de clinică/catedră universitară		
Data avizării în departament	Semnătura directorului de departament	

Note explicative

1) Regimul disciplinei (conținut)

- Se regăsește în planul de învățământ
- *pentru studiile de licență, licența și master oferite comasat poate fi*
 - i. **DF** (disciplină fundamentală)
 - ii. **DS** (disciplină de specialitate)
 - iii. **DC** (disciplină complementară)
 - iv. **DD** (disciplină de domeniu) – conform noilor standarde, nu va mai exista, dar în planurile de învățământ aplicabile se va regăsi până termină promoțiile
- *pentru studiile masterale, poate fi* – în standardele noi vor exista doar DF, DS, DC, dar în planurile de învățământ aplicabile se regăsesc încă denumirile vechi, până la modificarea acestora
 - i. **DAP** (disciplină de aprofundare)
 - ii. **DSI** (disciplină de sinteză)
 - iii. **DCA** (disciplină de cunoaștere avansată)

2) Regimul disciplinei (obligativitate)

- Se regăsește în planul de învățământ
- Poate fi
 - i. **DOB** (disciplină obligatorie)
 - ii. **DOP** (disciplină opțională)
 - iii. **DFac** (disciplină facultativă);

3) Numărul de ore de curs pe săptămână se regăsește în planul de învățământ

4) Numărul de ore de lucrări practice pe săptămână se regăsește în planul de învățământ

5) Se înmulțește numărul de ore de curs pe săptămână de la punctul 3.2. cu 14

6) Se înmulțește numărul de ore de lucrări practice pe săptămână de la punctul 3.3. cu 14

7) nr de ore de studiu individual (punctul 3.7.) = nr total ore (nr credite X 30) minus nr. ore din planul de învățământ (punctul 3.4). Aceste ore se impart între

Studiul după manual, suport de curs, bibliografie și notițe ⁷⁾	
Documentare suplimentară în bibliotecă, pe platformele electronice de specialitate și pe teren ⁷⁾	
Pregătire seminarii/ laboratoare/ proiecte, teme, referate, portofolii și eseuri ⁷⁾	
Tutoriat ⁷⁾	
Examinări ⁷⁾	
Alte activități ⁷⁾	

8) Numărul de credite se găsește în planul de învățământ. Un credit este echivalent cu 30 de ore de studiu (activități didactice și studiu individual).