

COURSE DETAILS

"INTEGRATED COURSE OF PEDIATRICS"

SSD MD/38, MED739, MED/20

DEGREE PROGRAMME: **MEDICINE AND SURGERY**

ACADEMIC YEAR **2025-26**

COORDINATOR: **Prof. ROBERTO BERNI CANANI**

GENERAL INFORMATION—TEACHER REFERENCES

Faculty	Position	Scientific Fields	Phone	Reception	E-mail
Roberto Berni Canani	Full Professor	Pediatrics	+390817462680	Tuesday /11:00-12:00/Bldg.11a	berni@unina.it
Ciro Esposito	Full Professor	Pediatric Surgery	+390817463378	Wednesday/11:00-12:00/Bldg.11a	ciroespo@unina.it
Giancarlo Parenti	Full Professor	Pediatrics	+390817463390	Tuesday /11:00-12:00/Bldg.11a	parenti@unina.it
Francesco Raimondi	Full Professor	Pediatrics	+390817462885	Tuesday /11:00-12:00/Bldg.11a	raimondi@unina.it
Erasmus Miele	Full Professor	Pediatrics	+390817464465	Monday/14:00-15:00/Bldg.11a	miele@unina.it
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Valentina Discepolo	Associate Professor	Pediatrics	+390817463260	Tuesday /11:00-12:00/Bldg.11a	valentina.discepolo@unina.it
Andrea Lo Vecchio	Associate Professor	Pediatrics	+390817463365	Tuesday /11:00-12:00/Bldg.11a	lovecchio@unina.it
Maria Escolino	Associate Professor	Pediatric Surgery	+390817463297	Wednesday/11:00-12:00/Bldg.11a	x.escolino@libero.it
Gaetano Terrone	Associate Professor	Pediatric Neuropsychiatry	+390817463365	Thursday /14:00-15:00 /Bldg.11a	gaetano.terrone@unina.it
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Spagnuolo Maria Immacolata	Associate Professor	Pediatrics	+390817464337	Tuesday /14:00-15:00/Bldg.11a	mariaimmacolata.spagnuolo@unina.it
Giuliana Giardino	Assistant Professor	Pediatrics	+390817464594	Tuesday /14:00-15:00/Bldg.11a	giuliana.giardino@unina.it

GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE (IF APPLICABLE):

MODULE (IF APPLICABLE):

SSD OF THE MODULE (IF APPLICABLE):

TEACHING LANGUAGE: **ENGLISH**

CHANNEL (IF APPLICABLE):

YEAR OF THE DEGREE PROGRAMME: **VI**

SEMESTER: **I**

CFU: 8

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE "REGOLAMENTO")

NONE

PREREQUISITES (IF APPLICABLE)

NONE

LEARNING GOALS

Through presentation of patients with diverse medical presentation (including acute, chronic, and multi-morbid conditions), students learn the fundamentals of:

- Assessing, diagnosing, and initiating management for pediatric patients.
- Managing pediatric patients with common medical problems and advancing their care plans.
- Consulting specialists and other health professionals, synthesizing recommendations, and integrating these into the care plan.
- Formulating, communicating, and implementing discharge plans for pediatric patients with common medical conditions.
- Discussing and establishing patients' goals of care.
- Identifying personal learning needs while caring for pediatric patients and addressing those needs
- Providing and receiving handovers in transitions of care.

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Knowledge and understanding - The activities of the course aim to provide the knowledge needed to understand the main aspects of the importance of pediatric diseases. The student will be able to understand the best approach to the most common pediatric diseases.

Applying knowledge - The course, also through the presentation of clinical cases accompanied by laboratory investigations, in a comparative perspective, is aimed at providing tools for analyzing and evaluating the effects of proper approach to pediatric diseases.

Making informed judgments and choices - Through the study of different theoretical approaches and the critical evaluation of the clinical cases proposed, the student will be able to improve their judgment and proposal skills in relation to the analysis of children affected by several pediatric diseases.

Communicating knowledge - The development of communication skills, both oral and written, will be stimulated through class discussion, clinical cases, and through the final oral exam.

Capacities to continue learning - Learning skills will be stimulated through power point presentations and classroom discussion also aimed at verifying the effective understanding of the topics covered. Learning skills will be stimulated through supplementary didactic supports (results of laboratory tests, simulations of clinical cases) to develop applicative skills.

Knowledge and understanding

The student needs to show ability to know and understand problems related to:

- Assessing, diagnosing, and managing pediatric patients with the most common disease or with complex or atypical acute medical presentations.
- Assessing, diagnosing, and managing pediatric patients with complex chronic diseases.
- Assessing, resuscitating, and managing unstable and critically ill patients.
- Performing the procedures of pediatric medicine.
- Assessing capacity for medical decision-making.
- Discussing serious and/or complex aspects of care with patients, families, and caregivers.
- Implementing health promotion strategies in patients with or at risk for disease.
- Teaching and assessing junior learners through supervised delivery of clinical care.

Applying knowledge and understanding

Disciplinary competence (knowing how to do something) that students need to acquire:

- Present a complete, well-organized verbal and written summary of the patient's history and physical examination findings, including an assessment and plan modifying the presentation to fit the time constraints and educational goals of the situation.
- Managing an inpatient medical service.
- Assessing and managing patients in whom there is uncertainty in diagnosis and/or treatment.
- Providing consultations to off-site health care providers.
- Initiating and facilitating transfers of care through the health care system.
- Working with other physicians and healthcare professionals to develop collaborative patient care plans.
- Identifying learning needs in clinical practice and addressing them with a personal learning plan.
- Identifying and analyzing system-level safety, quality or resource stewardship concerns in healthcare delivery.

COURSE CONTENT/SYLLABUS

Week	Date	Time	Lesson Topic	Professor
1^ October 6-10	6	14-15	Course introduction. Overview of pediatrics and global child health	R.Berni Canani
	7	14-15	Maximizing children's health: screening, anticipatory guidance, vaccinations, and counseling	R.Berni Canani
	8	14-15	Principles of pediatric neuropsychiatry. Approaching the child with behavioral and psychiatric disorders	S.Pisano
	9	14-15	Principles of pediatric surgery (Part I)	C. Esposito
	10	14-15	Evaluating the neonate	F.Raimondi
2^ October 13-17	13	14-15	Approaching the child with learning and developmental disorders (Part I)	S.Pisano
	14	14-15	Approaching the child with learning and developmental disorders (Part II)	S.Pisano
	15	14-15	Principles of pediatric nutrition	R.Berni Canani
	16	14-15	Approaching the child with neurologic signs and symptoms	G.Terrone
	17	14-15	Febrile Seizures	G.Terrone
3^ October 20-24	20	14-15	Pediatric Allergy: the skin, the lung and the gut	R.Berni Canani
	21	14-15	Neonatal resuscitation and delivery room emergencies	F.Raimondi
	22	14-15	Neonatal jaundice	F.Raimondi
	23	14-15	Managing the fluid and electrolyte disorders	R.Auricchio
	24	14-15	Malnutrition, Overweight and Obesity	MI Spagnuolo
4° October 27-31	27	14-15	Approaching the child with fever without focus	A.Lo Vecchio
	28	14-15	Cystic fibrosis and SDS	R.Auricchio
	29	14-15	Dysmorphology	G Parenti
	30	14-15	Evaluating the child with chronic diarrhea	R.Berni Canani
	31	14-15	Approaching the child with functional GI disorders	M. Martinelli
5° November 3-7				
	3	14-15	Indications to GI Endoscopy in Pediatrics	E. Miele
	4	14-15	Celiac disease and food intolerances	R.Auricchio
	5	14-15	GI bleeding in pediatrics	E. Miele
	6	14-15	Pediatric liver diseases	E. Miele
	7	14-15	Urinary tract infections	M.Martinelli
6° November 10-14	10	14-15	Pediatric rheumatic disorders	V.Discepolo
	11	14-15	Kawasaki syndrome	A.Lo Vecchio
	12	14-15	Idiopathic Juvenile Arthritis	V.Discepolo
	13	14-15	Rheumatic fever	V. Discepolo
	14	14-15	Diabetes mellitus	V. Discepolo
7° November 17-21	17	14-15	Most relevant pediatric infectious diseases (Part I)	A. Lo Vecchio
	18	14-15	Most relevant pediatric infectious diseases (Part II)	A. Lo Vecchio
	19	14-15	Approaching the child with failure to thrive	R.Auricchio
	20	14-15	Pediatric genetic disorders	G. Parenti
	21	14-15	Principles of pediatric surgery (Part II)	M.Escolino

8° November 24-28	24	14-15	Gallbladder and Biliary Tract Diseases	C. Esposito
	25	14-15	Pediatric GI malformations	M. Escolino
	26	14-15	Managing the child with urologic disorders	C. Esposito
	27	14-15	Hirschsprung's disease	M. Escolino
	28	14-15	Evaluating the child with suspected immunodeficiencies	G. Giardino
9° December 1-5	1	14-15	Brain tumors	G. Terrone
	2	14-15	Anemia and Thrombocytopenias	G. Giardino
	3	14-15	Pediatric solid tumors	M. Martinelli
	4	14-15	Lymphoproliferative disorders	G. Giardino
	5	14-15	Perinatal Infectious diseases	A. Lo Vecchio
10° December 9-12	9	14-15	Approaching the child with suspected metabolic disorders	G. Parenti
	10	14-15	Principle of therapy in pediatric metabolic diseases	G. Parenti
	11	14-15	Novel therapeutic approaches to immune-mediated disorders	G. Giardino
	12	14-15	Managing the child with cardiovascular diseases	MI Spagnuolo
11° December 15-19	15	14-15	Pediatric thyroid disorders	G. Giardino
	16	14-15	Infantile epilepsies and epileptic encephalopathies	G. Terrone
	17	14-15	Approaching the child with neuromuscular disorders	G. Terrone
	18	14-15	Principles of pediatric endocrinology	MI Spagnuolo
	19	14-15	Management of the child with short stature	M. Martinelli

READINGS/BIBLIOGRAPHY

- Nelson Textbook of Pediatrics - 22nd Edition - 2024 - Authors: R. Kliegman, J. St. Geme. Publisher: Elsevier.
- Nelson Essentials of Pediatrics - 9th Edition - February 21, 2022 – Authors: Karen Marc Dante, Robert M. Kliegman, Abigail M. Schuh. Publisher Elsevier.
- Holcomb and Ashcraft's. Pediatric surgery 7th Edition. Authors: George W Holcomb, Patrick Murphy and Shaw D St. Peter. Elsevier. Published: 29th May 2019.
- Pediatric Neuropsychiatry. A Case-Based Approach. Editors: Hauptman, Aaron, Salpekar, Jay A. (Eds.) 2019

TEACHING METHODS

Teachers will use a) lectures for approximately 70 % of total hours; b) practical exercises for approximately 20 % of total hours d) seminars, e) stages, d) other, to elaborate on specific themes for approximately 10% of total hours”.

EXAMINATION/EVALUATION CRITERIA

Examtype	
ONLY ORAL	X
CLINICAL CASE DISCUSSION	X