

SYLLABUS

1. General information on the course

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| Full course name | European Experience of Early Childhood Care |
| Full official name of a higher education institution | Sumy State University |
| Full name of a structural unit | Medical Institute. Department of Pediatrics |
| Author(s) | Horbas Viktoriia Anatoliivna |
| Cycle/higher education level | The Second Level Of Higher Education, National Qualifications Framework Of Ukraine – The 7th Level, QF-LLL – The 7th Level, FQ-EHEA – The Second Cycle |
| Semester | for 3 or 4 semesters |
| Workload | 5 ECTS credits, 150 hours, of which 36 are classroom |
| Language(s) | English |

2. Place in the study programme

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| Relation to curriculum | Elective course available for all students |
| Prerequisites | There are no specific pre-requisites |
| Additional requirements | There are no specific requirements |
| Restrictions | There are no specific restrictions |

3. Aims of the course

The purpose of the discipline is to achieve students' modern knowledge and professional skills in the discipline "European experience in caring for young children" on based on knowledge of the basics of child care at different ages, mastery students of the basic techniques of professional activities for child care on the basis deep knowledge and understanding of the peculiarities of the functioning of the body of a sick child with adherence to the principles of medical ethics and deontology

4. Contents

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| Module 1. European experience of caring for young children |
| Topic 1 Introduction. The concept of social work among children. Defines the concept of discipline. Social work of a physician in relation to the pediatric population, observation of children. Directions in the work of medical staff to conduct social work among children of different ages. |

Topic 2 Normative international documents regulating social work, including among children. Council of Europe Strategy on the Rights of the Child (2016-2021)

Identification of key documents governing social work, including among children. The rules of their design. Rules for providing social services. The main areas of work of integrated social services, the main forms of documenting the case (services).

Topic 3 Council of Europe Strategy on the Rights of the Child (2016-2021)

Defining the rights of the child in the environment. Methods of work for the implementation of the Strategy. Exploring opportunities for all children. Study of justice.

Topic 4 Social benefits for children in different countries

Study of social (cash) benefits for children in different countries. Determining childbirth assistance in different countries. The concept of maternity leave in different countries

Topic 5 Pregnancy planning.

Study of the necessary set of surveys for expectant parents in different EU countries. The concept of family planning centers in Ukraine and abroad. The importance of pregnancy planning, preparation of future parents.

Topic 6 Child planning

Defining the concept of family planning centers. Study of the pregnancy management program. Acquaintance with features of care of the future child of future parents. Studying the basics of anatomy and physiology of pregnant and unborn children.

Topic 7 Periods of childhood, their characteristics and features

Study of the classification of childhood periods, their main features of development and probable underlying diseases at different ages. Prevention and prevention these diseases are aimed at the features of child care in different periods childhood. The concept of the main types of anamnesis, examination of children of different ages. Features care for a newborn baby. Rules of hygienic procedures newborn baby. Criteria for assessing the general condition of children of different ages.

Topic 8 Features of care for newborns, both full-term and premature.

Definition of the concept of a newborn child, a full-term and premature child. Classification of degrees of prematurity. Rules for caring for a newborn baby in the first hours of life and during the first month of life. Rules of care for premature babies.

Topic 9 Features of care for children under one year.

Features of carrying out a hygienic bath, multiplicity of carrying out for children of the 1st year of life. The concept of daily hygiene for children under 1 year. Daily routine for children of the 1st year of life.

Topic 10 Elements of neuropsychological education of young children (development of emotions, aesthetic, moral, etc.) .. Daily routine for children of different ages.

The concept of neuropsychological development of children of different ages. Study of the main elements of neuropsychological development of children of different ages. Definition of the concept of emotions, aesthetic, moral, etc. elements of child rearing. Determining the daily routine for children of different ages.

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| <p>Topic 11 Basics of early intervention. Early intervention, as we understand it. Early Intervention Service Guidelines Early intervention, as we understand it. Identification of biological and social risk factors for child developmental disorders. The main possible causes of pathology in a child. Study of the basic principles of early intervention programs.</p> |
| <p>Topic 12 Early intervention policy: international approaches International view of the early intervention system Formation of the early intervention system in different countries Study of the provision of early intervention services in Ukraine and other countries. Study of activities focused on the development of the child, as well as the support of parents, which are carried out immediately and immediately after determining the state and level of development of the child, intellectual disabilities or the risk of such disorders and focused on the support of parents or legal representatives of such children.</p> |
| <p>Topic 13 Implementation of the early intervention system in Ukraine The current state and prospects for the development of early intervention services in Ukraine. Developing an early intervention policy Familiarize yourself with early childhood intervention programs aimed at supporting young children at risk of developmental delay, or young children with developmental delays or disabilities. Exploring a range of services and support to ensure and enhance children's personal development and resilience, strengthen family competence, and promote the social integration of families and children.</p> |
| <p>Topic 14 Development of competences in children of the first 3 years of life. Study of the initial development of personality at the stage of early childhood. Study of features of physical development of the child till 3 flyings. The study of the child's psyche and the influence of various factors on its development.</p> |
| <p>Topic 15 Family policy in European countries (Experience of Sweden, Finland, France, Germany and Croatia) Study and definition of the demographic factor and its impact on family policy in Ukraine and the EU. Getting acquainted with different models of family policy in different ways. Childcare leave policy for children under 3 in different countries.</p> |
| <p>Topic 16 Features of nutrition of children of the first years of life Rational nutrition of the child of the first year of life. Basic principles of breastfeeding. The main points of transferring the child to artificial mixtures. Indications, contraindications. Breastfeeding rules. The main types of supplementary feeding and the technique of their introduction.</p> |
| <p>Topic 17 Final modular control, practical and theoretical preparation Test control</p> |
| <p>Topic 18 Final modular control, practical and theoretical training Practical skills on the main important issues of child care. Theoretical foundations.</p> |

5. Intended learning outcomes of the course

After successful study of the course, the student will be able to:

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| LO1 | Acquire basic practical skills in caring for the healthy and the sick a child of different ages. |
| LO2 | Apply basic concepts and terms about the peculiarities of development children of different ages. Use professional vocabulary in practice activities. |
| LO3 | Be able to determine the basic concepts of child care, management tactics children at different ages of childhood |
| LO4 | Be able to assess the child's age, his needs for care and nutrition, as well as basic elements of neuropsychological education |
| LO5 | Have experience of communication with parents and children of different ages, professional communication with colleagues, management, effective teamwork in normal conditions and in a pandemic COVID-19 |
| LO6 | Have basic medical records, including electronic forms |

7. Teaching and learning activities

7.1 Types of training

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| <p>Topic 1. Introduction. The concept of social work among children.</p> <p>pr.tr.1 "Introduction. The concept of social work among children" (full-time course)</p> <p>Introduction. The concept of social work among children (daily) population Definition of the concept of discipline. Social work of a physician in relation to the pediatric population, observation of children. Directions in the work of medical staff to conduct social work among children of different ages</p> |
| <p>Topic 2. Normative international documents regulating social work, including among children. Council of Europe Strategy on the Rights of the Child (2016-2021)</p> <p>pr.tr.2 "Normative international documents governing social work, including among children. Council of Europe Strategy on the Rights of the Child (2016-2021)" (full-time course)</p> <p>Normative international documents regulating social work, including among children. Strategy of the Council of Europe on the Rights of the Child (2016-2021)" (daily) Definition of the main documents regulating social work, including among children. The rules of their design. Rules for providing social services. The main areas of work of integrated social services, the main forms of documenting the case (services)</p> |
| <p>Topic 3. Council of Europe Strategy on the Rights of the Child (2016-2021)</p> <p>pr.tr.3 "Council of Europe Strategy on the Rights of the Child (2016-2021)" (full-time course)</p> <p>Council of Europe Strategy on the Rights of the Child (2016-2021)" (daily) Definition of children's rights in the environment. Methods of work for the implementation of the Strategy. Exploring opportunities for all children. Study of justice</p> |
| <p>Topic 4. Social benefits for children in different countries</p> |

pr.tr.4 "Social benefits for children in different countries" (full-time course)

Study of social (cash) benefits for children in different countries. Definition of assistance at the birth of a child in different countries. The concept of maternity leave in different countries. Using a virtual simulation (watching movies) with the subsequent discussion

Topic 5. Pregnancy planning.

pr.tr.5 "Pregnancy planning" (full-time course)

Study of the necessary set of surveys for expectant parents in different EU countries. The concept of family planning centers in Ukraine and abroad. The importance of planning pregnancy, preparation of future parents. Using a virtual simulation (view films) with further discussion.

Topic 6. Child planning

pr.tr.6 "Child planning" (full-time course)

Defining the concept of family planning centers. Study of the management program pregnancy. Acquaintance with features of care of the future child of the future parents. Studying the basics of anatomy and physiology of pregnant and unborn children. Teaching conducted in the form of multimedia lectures (in the presence of quarantine - in the mode on-line)

Topic 7. Periods of childhood, their characteristics and features

pr.tr.7 "Periods of childhood, their characteristics and features Collection of anamnesis. Clinical examination of the child. Criteria for assessing the general condition of children." (full-time course)

Study of the classification of childhood periods, their main features of development and probable underlying diseases at different ages. Prevention and prevention these diseases are aimed at the features of child care in different periods childhood. The concept of the main types of anamnesis, examination of children of different ages. Features care for a newborn baby. Rules of hygienic procedures newborn baby. Criteria for assessing the general condition of children of different ages. Teaching is carried out in the form of multimedia lectures (in the presence of quarantine - in on-line mode).

Topic 8. Features of care for newborns, both full-term and premature.

pr.tr.8 "Features of care for newborns, both full-term and premature" (full-time course)

Definition of the concept of a newborn child, a full-term and premature child. Classification of degrees of prematurity. Rules for caring for a newborn child in the first hours of life and during the first month of life. Rules of care for premature babies children, performing techniques in the simulation center. Measurement rules anthropometric indicators: table, height, horizontal, vertical, centimeter tape; practice skills of measuring blood pressure in children of different ages; practice skills in caring for seriously ill children for performing the technique of washing and bathing children, swaddling on phantom dolls in simulation center. Apply virtual simulation (watch movies) with further discussion and implementation of skills in the simulation center

Topic 9. Features of care for children under one year.

pr.tr.9 "Features of care for children under one year" (full-time course)

Features of carrying out a hygienic bath, multiplicity of carrying out for children of the 1st year of life. The concept of daily hygiene for children under 1 year. Daily routine for children of the 1st year of life. Technique of swaddling and washing children on phantom dolls, technique of execution anthropometric measurements in children of different kicks. The study of this topic involves theoretical work in the classroom, in the absence of quarantine restrictions work profile departments of the medical institution (according to the agreement on cooperation between medical institution and university), implementation of practical techniques of hygiene of children to 1st year .

Topic 10. Elements of neuropsychological education of young children (development of emotions, aesthetic, moral, etc.) .. Daily routine for children of different ages.

pr.tr.10 "Elements of neuropsychological education of young children (emotional development, aesthetic, moral, etc.) .. Daily routine for children of different ages" (full-time course)

The concept of neuropsychological development of children of different ages. Study the basics elements of neuropsychological development of children of different ages. Definition of emotions, aesthetic, moral, etc. elements of child rearing. Determining the daily routine for children of different ages. In the absence of quarantine restrictions, work in medical departments institution (according to the agreement on cooperation between the medical institution and the university).

Topic 11. Basics of early intervention. Early intervention, as we understand it.

pr.tr.11 "Fundamentals of early intervention. Early intervention, as we understand it. Guidelines for early intervention services" (full-time course)

Early intervention, as we understand it. Guidelines for early service intervention Early intervention as we understand it. Identification of biological and social risk factors for impaired child development. The main possible causes of development pathology in a child. Study of the basic principles of early intervention programs. Teaching is carried out in the form of multimedia lectures (in the presence of quarantine - in on-line mode).

Topic 12. Early intervention policy: international approaches International view of the early intervention system Formation of the early intervention system in different countries

pr.tr.12 "Early intervention policy: international approaches International view of the early intervention system Formation of the early intervention system in different countries" (full-time course)

Early intervention policy: international approaches International view of the early intervention system Formation of the early intervention system in different countries" (full-time) Study of the provision of early intervention services in Ukraine and other countries. Study of activities focused on the development of the child, as well as the support of parents, which are carried out immediately and immediately after determining the state and level of development of the child. , intellectual disabilities or the risk of such disorders and focused on the support of parents or legal representatives of such children

Topic 13. Implementation of the early intervention system in Ukraine The current state and prospects for the development of early intervention services in Ukraine.

pr.tr.13 "Implementation of the early intervention system in Ukraine The current state and prospects for the development of early intervention services in Ukraine. Forming an early intervention policy" (full-time course)

Acquaintance with the program of early intervention in the field of childhood, which are aimed at support for young children at risk of developmental delay, or young children, c which revealed developmental delay or disability. Study of the range of services and support to ensure and enhance children's personal development and resilience, trengthening family competences, as well as promoting the social integration of families and children. Application virtual simulation (watching movies) followed by discussion.

Topic 14. Development of competences in children of the first 3 years of life.

pr.tr.14 "Development of competencies in children of the first 3 years of life" (full-time course)

Study of the initial development of personality at the stage of early childhood. Study features of physical development of the child till 3 flyings. Study of the child's psyche and influence various factors for its development. Using a virtual simulation (watching movies) with further discussion

Topic 15. Family policy in European countries (Experience of Sweden, Finland, France, Germany and Croatia)

pr.tr.15 "Family policy in European countries (Experience of Sweden, Finland, France, Germany and Croatia)" (full-time course)

Study and definition of the demographic factor and its impact on family policy Ukraine and EU countries. Getting acquainted with different models of family policy in different covered. Policies for childcare leave for children under 3 in different countries. Using a virtual simulation (watching movies) with further discussion.

Topic 16. Features of nutrition of children of the first years of life

pr.tr.16 "Features of nutrition of children of the first years of life" (full-time course)

Rational nutrition of the child of the first year of life. Basic principles of breastfeeding feeding. The main points of transferring the child to artificial mixtures. Indication, contraindication. Rules of feeding. The main types of supplementary feeding and the technique of their introduction. Using a virtual simulation (watching movies) with further discussion.

Topic 17. Final modular control, practical and theoretical preparation

pr.tr.17 "Final modular control, practical and theoretical training" (full-time course)

Final modular control, practical and theoretical training" (full-time) Computer testing

Topic 18. Final modular control, practical and theoretical training

pr.tr.18 "Final modular control, practical and theoretical training" (full-time course)

Final modular control, practical and theoretical training" (full-time) Practical skills on the main important issues of child care. Theoretical foundations

7.2 Learning activities

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| LA1 | Practice of practical skills in a simulation class |
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| LA2 | Preparation for practical classes: work with relevant information sources |
| LA3 | Preparation for current and final control |
| LA4 | Watching educational films |
| LA5 | Solving situational problems |
| LA6 | Self-study |
| LA7 | Participation in discussion (group and pair) |
| LA8 | Carrying out of techniques of measurement of arterial pressure, pulse at children of various age, implementation of methods for caring for a sick and healthy child of different age: bathing, washing, feeding. |
| LA9 | E-learning in systems (Zoom, MIX.sumdu.edu.ua, OCW.sumdu.edu.ua) |

8. Teaching methods

Course involves learning through:

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| TM1 | Demonstration method |
| TM2 | Think-pair-share |
| TM3 | Cross-discussion |
| TM4 | Team-bases learning (TBL). Team-oriented training |
| TM5 | Trainings in the active mode |
| TM6 | Brain storm |
| TM7 | Educational discussion / debate |
| TM8 | Case-based learning (CBL). Training based on the analysis of a clinical case, situations. |

The discipline is taught using modern teaching methods (CBL, TBL), visualization lectures, problem lectures, seminars, practical demonstrations, which contribute not only to the development of professional abilities, but also stimulate creative and scientific activities.

The discipline provides students with the following soft skills: MTS 1. Ability to abstract thinking, analysis and synthesis. MTS 2. Ability to learn, master modern knowledge and apply them in practical situations. MTS 3. Knowledge and understanding of the subject industry and understanding of professional activity. MTS 4. Ability to adapt and act in a new situation. MTS 5. Ability to make informed decisions; work in a team; skills interpersonal interaction. MTS 7. Ability to use information and communication technologies. MTS 8. Definiteness and persistence in relation to the set tasks and taken responsibilities.

9. Methods and criteria for assessment

9.1. Assessment criteria

| ECTS | Definition | National scale | Rating scale |
|------|--|----------------|------------------------|
| | Outstanding performance without errors | 5 (Excellent) | $170 \leq RD \leq 200$ |

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| | Above the average standard but with minor errors | 4 (Good) | $140 \leq RD < 169$ |
| | Fair but with significant shortcomings | 3 (Satisfactory) | $120 \leq RD < 139$ |
| | Fail – some more work required before the credit can be awarded | 2 (Fail) | $0 \leq RD < 119$ |

9.2 Formative assessment

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| FA1 | Independent performance by students of situational exercises on practical ones classes and their discussion. |
| FA2 | Current testing |
| FA3 | Interviews and oral comments of the teacher on his results. Instructions teacher in the process of performing practical tasks |
| FA4 | Solving situational problems |
| FA5 | Peer assessment |

9.3 Summative assessment

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| SA1 | Evaluation of the survey, solving situational practical tasks |
| SA2 | Testing |
| SA3 | Final control: differentiated credit (according to the regulations carrying out) |

Form of assessment:

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| 3 semester | | 200 scores |
| SA1. Evaluation of the survey, solving situational practical tasks | | 60 |
| | | 60 |
| SA2. Testing | | 60 |
| | | 60 |
| SA3. Final control: differentiated credit (according to the regulations carrying out) | | 80 |
| | Compilation of the module (computer testing, theoretical interview, practical part) | 80 |
| 4 semester | | 200 scores |
| SA1. Evaluation of the survey, solving situational practical tasks | | 60 |
| | | 60 |
| SA2. Testing | | 60 |
| | | 60 |
| SA3. Final control: differentiated credit (according to the regulations carrying out) | | 80 |
| | Compilation of the module (computer testing, theoretical interview, practical part) | 80 |

Form of assessment (special cases):

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| 3 semester | | 200 scores |
| SA1. Evaluation of the survey, solving situational practical tasks | | 60 |
| | In the case of quarantine restrictions on the evaluation of the survey, testing, solving a clinical case are conducted in remote mode using the platform Mix.sumdu.edu.ua, Zoom, Google meet. | 60 |
| SA2. Testing | | 60 |
| | In case of quarantine restrictions differentiated offset is carried out in the remote mode with application platform Mix.sumdu.edu.ua, Zoom, Google meet | 60 |
| SA3. Final control: differentiated credit (according to the regulations carrying out) | | 80 |
| | In case of quarantine restrictions differentiated offset is carried out in the remote mode with application platform Mix.sumdu.edu.ua, Zoom, Google meet | 80 |
| 4 semester | | 200 scores |
| SA1. Evaluation of the survey, solving situational practical tasks | | 60 |
| | In case of quarantine restrictions differentiated offset is carried out in the remote mode with application platform Mix.sumdu.edu.ua, Zoom, Google meet | 60 |
| SA2. Testing | | 60 |
| | In case of quarantine restrictions differentiated offset is carried out in the remote mode with application platform Mix.sumdu.edu.ua, Zoom, Google meet | 60 |
| SA3. Final control: differentiated credit (according to the regulations carrying out) | | 80 |
| | In case of quarantine restrictions differentiated offset is carried out in the remote mode with application platform Mix.sumdu.edu.ua, Zoom, Google meet | 80 |

Calculating grades for current discipline performance and compiling a discipline module with 3 parts (computer questions, oral interview and practical skills). Assessment in the discipline, is defined as the sum of points for current educational activities (not less than 72) and points for final modular control (not less than 48). The maximum number of points for the current educational activity of the student - 120. The student is admitted to credit on condition of performance requirements of the curriculum and if for the current educational activity he scored no less than 72 points. The final module control is carried out at the end of the training semester in the form of a test, practical skills, and an oral interview "5" corresponds to 80 points, "4" - 64 points, "3" - 48 points, "2" - 0 points. In the case of unsatisfactory result for the final module control the student has the right rearrange the test. Students who do not appear for the test without a good reason are considered those that received an nsatisfactory grade. The student's refusal to perform the final the modular task is certified as an unsatisfactory answer

10. Learning resources

10.1 Material and technical support

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| MTS1 | Information and communication systems |
| MTS2 | Library funds |
| MTS3 | Computers, computer systems and networks |
| MTS4 | KU SMDKL "St. Zinaida" |
| MTS5 | Multimedia, video and sound reproduction, projection equipment (video cameras, projectors, screens, smart boards, etc.) |
| MTS6 | Software (to support distance learning, Online surveys, virtual patients, to create a computer graphics, modeling, etc.) |
| MTS7 | Technical means (movies, radio and TV programs, sound and video recordings, etc.) |
| MTS8 | Software (to support distance learning, Internet surveys, virtual laboratories, virtual patients, to create computer graphics, modeling, etc.) |
| MTS9 | The simulation center, which is equipped with scales, floor, table, height meter horizontal, vertical, centimeter tape for conducting anthropometric research; tonometer for testing blood pressure measurement skills in children of different ages; phantoms dolls to practice skills in caring for seriously ill children for performing the technique of washing and bathing children, swaddling |

10.2 Information and methodical support

| Essential Reading | |
|-----------------------------|---|
| 1 | Carter, B. D., Kronenberger, W. G., Scott, E. L., & Brady, C. E. (2020). Children's Health and Illness Recovery Program (CHIRP): Clinician Guide (Programs That Work). Oxford University Press. |
| 2 | Child Health Student's Book / Anna Potgieter. - 2017.-16 p. |
| 3 | Principles of Pediatric Nursing. Techniques for Medical Procedures and Manipulations: study guide / O.B. Tiazhka, A.M. Antoshkina, MM Vasiukova et al. ; ed. by O.B. Tiazhka. - K. : AUS Medicine Publishing, 2016. - 144 p / + 16 p. color insert. |
| 4 | Standards for improving the quality of care for children and young adolescents in health facilities. Geneva: World Health Organization; 2018. Licence: CC BY-NC-SA 3.0 IGO. |
| Supplemental Reading | |
| 1 | Marotz, L. R. (2019). Health, Safety, and Nutrition for the Young Child (10th ed.). Cengage Learning. |
| 2 | Carter, B. D., Kronenberger, W. G., Scott, E. L., & Brady, C. E. (2020). Children's Health and Illness Recovery Program (CHIRP): Clinician Guide (Programs That Work). Oxford University Press. |
| 3 | Faarp, G. D. M. P. C. P. L., Cnpn-Pc, A. N. B. B., Cnpn-Pc, R. P. M. B. A., Cnpn, R. P. N. G. M., Pnp-Bc, D. M. P., & Pcn, D. K. R. P. C. (2019). Burns' Pediatric Primary Care (7th ed.). Elsevier. |

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| 4 | Pediatric Physical Examination: An Illustrated Handbook 2018EnglishD.K.R.P.C. Pns |
| 6 | Richardson, B. (2018). Pediatric Primary Care: Practice Guidelines for Nurses (4th ed.). Jones & Bartlett Learning. |
| Web-based and electronic resources | |
| 1 | World Health Organization. (2017, September 17). Primary Child Care: A manual for health workers. https://www.who.int/maternal_child_adolescent/documents/9781405066440/en/ |