

# SYLLABUS

## 1. General information on the course

<b>Full course name</b>	European Experience of Early Childhood Care
<b>Full official name of a higher education institution</b>	Sumy State University
<b>Full name of a structural unit</b>	Academic and Research Medical Institute. Кафедра педіатрії
<b>Author(s)</b>	Horbis Viktoriia Anatoliivna
<b>Cycle/higher education level</b>	The Second Level Of Higher Education, National Qualifications Framework Of Ukraine – The 7th Level, QF-LLL – The 7th Level, FQ-EHEA – The Second Cycle
<b>Duration</b>	one semester
<b>Workload</b>	5 ECTS, 150 hours. For full-time course 36 hours are working hours with the lecturer (36 hours of seminars), 114 hours of the individual study.
<b>Language(s)</b>	English

## 2. Place in the study programme

<b>Relation to curriculum</b>	Elective course available for study programme "Medicine"
<b>Prerequisites</b>	There are no specific pre-requisites
<b>Additional requirements</b>	There are no specific requirements
<b>Restrictions</b>	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

<b>Module 1. European experience of caring for young children</b>
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.

<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>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).</p>
<p>Topic 3 Council of Europe Strategy on the Rights of the Child (2016-2021)</p> <p>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.</p>
<p>Topic 4 Social benefits for children in different countries</p> <p>Study of social (cash) benefits for children in different countries. Determining childbirth assistance in different countries. The concept of maternity leave in different countries</p>
<p>Topic 5 Pregnancy planning.</p> <p>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.</p>
<p>Topic 6 Child planning</p> <p>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.</p>
<p>Topic 7 Periods of childhood, their characteristics and features</p> <p>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.</p>
<p>Topic 8 Features of care for newborns, both full-term and premature.</p> <p>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.</p>
<p>Topic 9 Features of care for children under one year.</p> <p>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.</p>
<p>Topic 10 Elements of neuropsychological education of young children (development of emotions, aesthetic, moral, etc.) .. Daily routine for children of different ages.</p> <p>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.</p>

<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:

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. Soft Skills

SS1	Ability to analyze, evaluate and objectively interpret information, make informed judgments and solve complex problems through logical reasoning and evidence-based decision-making (critical thinking)
SS2	Determination and persistence in relation to assigned tasks and assumed responsibilities.
SS3	The ability to be critical and self-critical.
SS4	Ability to identify, pose and solve problems.
SS5	The ability to act on the basis of ethical considerations (motives).
SS6	Ability to abstract thinking, analysis and synthesis.
SS7	Ability to adapt and act in a new situation.
SS8	The ability to learn throughout life (the pursuit of permanent personal and professional development, active search for new knowledge, acquisition of new ones skills and adaptation to new trends and technologies)
SS9	The ability to evaluate and ensure the quality of the work performed.
SS10	The ability to perceive changes, quickly adapt to new situations and demonstrate resilience in the face of uncertainty and new workers requirements (adaptability and flexibility)

## 8. Teaching and learning activities

<b>Topic 1. Introduction. The concept of social work among children.</b>
pr.tr.1 "Introduction. The concept of social work among children" (full-time course) 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

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

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)

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)

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

pr.tr.3 "Council of Europe Strategy on the Rights of the Child (2016-2021)" (full-time course)

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

**Topic 4. Social benefits for children in different countries**

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)**

<p>pr.tr.15 "Family policy in European countries (Experience of Sweden, Finland, France, Germany and Croatia)" (full-time course)</p> <p>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.</p>
<p><b>Topic 16. Features of nutrition of children of the first years of life</b></p>
<p>pr.tr.16 "Features of nutrition of children of the first years of life" (full-time course)</p> <p>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.</p>
<p><b>Topic 17. Final modular control, practical and theoretical preparation</b></p>
<p>pr.tr.17 "Final modular control, practical and theoretical training" (full-time course)</p> <p>Final modular control, practical and theoretical training" (full-time) Computer testing</p>
<p><b>Topic 18. Final modular control, practical and theoretical training</b></p>
<p>pr.tr.18 "Final modular control, practical and theoretical training" (full-time course)</p> <p>Final modular control, practical and theoretical training" (full-time) Practical skills on the main important issues of child care. Theoretical foundations</p>

## 9. Teaching methods

### 9.1 Teaching methods

Course involves learning through:

TM1	Practical training
TM2	Team Based Learning
TM3	Case-based learning
TM4	Self-study
TM5	Electronic learning
TM6	Inquiry-based learning
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), lectures-visualizations, problem lectures, seminars, practical demonstrations., which contribute not only to the development of professional abilities, but also stimulate creative and scientific ones activity.

The discipline ensures that students master the following soft skills: SS1. Ability analyze, evaluate and objectively interpret information, make reasonable judgment and solve complex problems



through reasoning and acceptance decisions based on evidence (critical thinking). SS2. Determination and perseverance in relation to assigned tasks and assumed responsibilities. SS3. The ability to be critical and self-critical. SS4. Ability to identify, pose and solve problems. SS5. Ability to act on the basis ethical considerations (motives). SS6. Ability to abstract thinking, analysis and synthesis. SS7. Ability to adapt and act in a new situation. SS8. Ability to study continuously life (pursuit of constant personal and professional development, active search for new knowledge, acquisition of new skills and adaptation to new trends and technologies). SS9. Ability evaluate and ensure the quality of performed works.

## 9.2 Learning activities

LA1	Practicing practical skills in a simulation classroom or at the bedside the patient
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-discussions (group and pair)
LA8	Carrying out various techniques for measuring blood pressure and pulse in children age, implementation of different methods for caring for a sick and healthy child age: bathing, washing, feeding.
LA9	Electronic learning in systems (Zoom, MIX.sumdu.edu.ua, OCW.sumdu.edu.ua)

## 10. Methods and criteria for assessment

### 10.1. Assessment criteria

Definition	National scale	Rating scale
Outstanding performance without errors	5 (Excellent)	$170 \leq RD \leq 200$
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)	$0 \leq RD < 119$

### 10.2 Formative assessment

	Description	Deadline, weeks	Feedback

<p>FA1 Independent implementation students situational exercises on practical ones classes and their discussion.</p>	<p>Allows disclosure and the formation of the necessary for further employment qualities and abilities of medical students, forms clinical thinking, analytical abilities, independence in decision making communication skills work with a large enough volume of information.</p>	<p>For of the entire period learning study disciplines</p>	<p>Assessment of ability student to clinical thinking, justification their decisions, clearly to express their thoughts, definitions theoretical level preparation that reflected in the corresponding assessment</p>
<p>FA2 Testing for control educational achievements acquirers</p>	<p>Method of effective verification level of assimilation of knowledge, abilities and skills from each topic of the academic discipline. Testing allows you to check assimilation of educational material from each topic.</p>	<p>Throughout the period teaching disciplines</p>	<p>The student must provide 60% correct ones answers that are available admission to practical parts</p>
<p>FA3 Survey and oral comments teacher for his by the results.</p>	<p>Provides an opportunity to detect the state experience gained by students educational activity, respectively to the set goals, find out prerequisites of the state of formation of the obtained results, reasons the occurrence of difficulties, adjust the learning process, track the dynamics of formation learning outcomes and predict their development.</p>	<p>Throughout the period teaching disciplines</p>	<p>Instructions of the teacher in execution process practical tasks. According to the received data on the results of training, on based on their analysis it is proposed to determine the estimate as an indicator of educational achievements of the applic</p>

<p>FA4 Solving situational tasks</p>	<p>Allows to reveal and to form the necessary for further employment qualities and abilities medical students, forms clinical thinking, analytical abilities, independence in decision making communication skills work with a large enough volume of information.</p>	<p>For of the entire period teaching disciplines</p>	<p>Assessment of ability student to clinical thinking, rationale their decisions, clearly to express their thoughts, definitions theoretical level preparation that displayed in corresponding assessment</p>
<p>FA5 Discussion and mutual evaluation completed tasks practice</p>	<p>Method of effective verification level of assimilation of knowledge, skills and skills from each topic of the academic discipline. Partnership interaction, aimed at improvement results of educational activities. Provides the possibility of analysis own educational activity.</p>	<p>For of the entire period learning study disciplines</p>	<p>Successful implementation of practical skills in the discipline. Adjustment together with learners of approaches to learning, taking into account the results of evaluation.</p>
<p>FA6 Guidelines teacher in execution process practical tasks</p>	<p>Working out practical skills on various mannequins and simulators or near patient's bed</p>	<p>Throughout the period training. On last lesson the student has successfully complete the practical s</p>	<p>Successful completion of practical skills in the discipline is admission to differentiated offset</p>
<p>FA7 Discussions in focus groups</p>	<p>The method allows everyone to be involved participants to the educational process discussion and justification of one's opinion through multilateral communication, develop leadership skills professional discussion, educate respect for colleagues and ability to generation of alternative ideas and proposals</p>	<p>The method allows involve everyone participants to discussion process and rationale own opinion by</p>	<p>Assessment of ability student to work in a team, skill to justify their decisions, level determination theoretical preparation that displayed in corresponding assessment</p>

FA8 Mutual evaluation (peer assessment)	Method of effective verification level of assimilation of knowledge, skills and skills from each topic of the academic discipline. Partnership interaction, aimed at improvement results of educational activities. Provides the possibility of analysis own educational activity.	Throughout the period learning study disciplines	Successful completion of theoretical and practical skills in the discipline. Correction together with the acquirers of approaches to learning with impact of assessment results.
FA9 Audit implementation practical skills	Working out practical skills on various dummies and simulators or directly at the patient's bedside	Throughout the period training. On the last lesson the student has successfully complete the practi	Successful completion of practical skills in the discipline is admission to differentiated offset

### 10.3 Summative assessment

	Description	Deadline, weeks	Feedback
SA1 current assessment: assessment written works, poll, situational problems, practical skills, current testing for topics of classes.	Includes an oral survey, solution of clinical individual and group cases, current testing, execution practical skills in the discipline.	During the entire period of study disciplines	It is held on every lesson The result of the execution affects on a comprehensive assessment for practice session. It is mandatory for compilation of differentiated offset
SA2 Conclusive testing	A method of effective level verification assimilation of knowledge, skills and abilities academic discipline. Testing allows you to check the results learning throughout the cycle and determine the level of knowledge on completion of the discipline.	Conclusive computer testing on completion disciplines	It is an admission to the composition of the differentiated offset Student should dial no less than 60% correct ones answers

SA3 Final CONTROL: differentiated Credit: Assessment implementation practical skills, theoretical basics of disciplines, solving situational problems.	Comprehensive training practical component of programs of academic disciplines at safe for students simulation environment. Provides the opportunity to learn skills from various topics.	On to the last occupation with disciplin the student has successfully make a list practical skills	It is mandatory for admission to differentiated offset Control measures : Maximum number points Minimal number points
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Form of assessment:

	Points	Можливість перескладання з метою підвищення оцінки
<b>The first semester of teaching</b>	<b>200 scores</b>	
SA1. current assessment: assessment written works, poll, situational problems, practical skills, current testing for topics of classes.	<b>120</b>	
	120	Yes
SA2. Conclusive testing	<b>16</b>	
	16	No
SA3. Final CONTROL: differentiated Credit: Assessment implementation practical skills, theoretical basics of disciplines, solving situational problems.	<b>64</b>	
Compilation of the module (computer testing, theoretical interview, practical part) (2x32)	64	No

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

## 11. Learning resources

### 11.1 Material and technical support

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

### 11.2 Information and methodical support

<b>Essential Reading</b>	
1	Methodological instructions practical lessons on the topic “Features of childcare at different ages: periods of development, assessment of the general condition and elements of neuropsychological development of the child” on the discipline “European experience of care for children of young age” (in accordance with the conditions of the Bologna process) [Электронный ресурс] : for students of specialty 222 “Medicine” of the full-time course of study / O. I. Smiian, V. A. Horbas. — Sumy : Sumy State
2	Wong's Essentials of Pediatric Nursing Hockenberry PhD RN PPCNP-BC FAAN, Marilyn J. Wilson MS RN C (NIC), David Rodgers PhD RN CPNP CPON, Cheryl C Mosby Apr 15, 2021
3	Maternity and Pediatric Nursing Ricci, Susan Kyle, Theresa Carman, Susan LWW Oct 29, 2020
4	Maternal-Child Nursing McKinney MSN RN C, Emily Slone James PhD MSN RN, Susan R. Murray MSN RN C, Sharon Smith Nelson RN MN, Kristine Ashwill MSN RN, Jean Elsevier Oct 16, 2021
5	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.
<b>Supplemental Reading</b>	

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	Faanp, G. D. M. P. P. C. P. L., Cpnnp-Pc, A. N. B. B., Cpnnp-Pc, R. P. M. B. A., Cpnnp, R. P. N. G. M., Pnp-Bc, D. M. P., & Pcns, D. K. R. P. C. (2019). Burns' Pediatric Primary Care (7th ed.). Elsevier.
4	Pediatric Physical Examination: An Illustrated Handbook 2018EnglishD.K.R.P.C. Pcns
5	Infant and Young Child Nutrition (0–23 months) : recommendations [Текст] / O. V. Katilov, A. V. Varzar', O. Yu. Belousova etc. — Vinnytsia : Nova Knyha, 2019. — 64 p.
6	Richardson, B. (2018). Pediatric Primary Care: Practice Guidelines for Nurses (4th ed.). Jones & Bartlett Learning.
<b>Web-based and electronic resources</b>	
1	World Health Organization. (2017, September 17). Primary Child Care: A manual for health workers. <a href="https://www.who.int/maternal_child_adolescent/documents/9781405066440/en/">https://www.who.int/maternal_child_adolescent/documents/9781405066440/en/</a>