# Elements of Paediatrics and Motor Activity Methods in Childhood

## Prof. Antonio Ruggiero; Prof. Lina Stefanini

Module 1 *(Prof. Antonio Ruggiero)*

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide students with the key concepts to:

- know and understand children’s psycho-physical development and pathologies;

- know and understand the different chronic conditions, either causing physical disabilities or not, that have a strong impact on children’s psycho-physical development.

At the end of the course, students will be able to:

- identify and describe the processes and the different stages of children’s psycho-physical development;

- identify and describe children’s most common pathologies;

- use their newly acquired knowledge to describe and explain, from a critical perspective, the importance of primary and secondary prevention for a correct psycho-physical development;

- describe/communicate their newly acquired knowledge (also to a non-expert audience) using a proper scientific terminology;

- update their knowledge and skills through the reading of texts, scientific articles, and online platforms.

***COURSE CONTENT***

*Introduction to the course*

– the paediatric age;

– the neonate;

– growth and psychophysical development.

*Preventive and social paediatrics*

*–* neonatal screening;

– vaccinations;

– accidents in the home;

– poisoning and intoxication.

*Genetics and chromosomal diseases*

– malformations and syndromes;

– principal chromosomal syndromes

*Feeding and eating in the newborn/infant, early/later childhood, adolescent*

– breast-feeding;

– weaning;

– obesity;

– iron deficiency anaemia, rickets;

– diabetes;

– illness and physical activity, impaired growth.

*Infectious diseases*

– fever;

– exanthematic diseases;

– TORCH complex and the effects on the foetus;

– meningitis;

– pediculosis;

– HIV;

*Osteoarticular and rheumatologic diseases*

– congenital hip dysplasia,

– scoliosis, clubfoot, flatfoot, valgoid condition

– rheumatic disease;

– short stature;

*Neurological diseases*

– febrile convulsions;

– cranial trauma.

*Gastrointestinal and respiratory diseases*

– poor growth;

– chronic inflammatory diseases, celiac disease;

– food allergies, asthma, anaphylactic shock.

*Maltreatment and abuse*

***READING LIST***

*Elementi essenziali di Pediatria*, Ed. Gian Vincenzo Zuccotti, Società Editrice Esculapio.

***TEACHING METHOD***

To encourage learning, active participation by students is required: lectures and case analyses will be conducted with the aid of slides and audiovisuals.

***ASSESSMENT METHOD AND CRITERIA***

A test on the topics covered will take place at the end of the module, through the administration of objective (multiple choice, true/false, completion) (at least 70%), subjective (open answers) or mixed (objective/subjective) tests/exams. The assessment of the open answers and the subjective mixed exercises will seek to ascertain the student's knowledge of the topic.

30 questions will be administered. For each question, the correct answer will be assigned 1 point, an incorrect one 0 points. The final mark will be expressed in thirtieths, and i twill take into account the accuracy of the answers to the open-ended questions.

An optional oral exam, aimed at verifying the students' skills and knowledge, will supplement the written exam. During the oral exam, students will be tested on their knowledge of the topics explained in class, and they will have the possibility to increase (or decrease) the mark obtained in the written exam.

***NOTES AND PREREQUISITES***

Students must possess a basic knowledge of the elements of physiopathology as a whole.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.

Module 2 (*Prof. Lina Stefanini*).

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

To provide students with knowledge, operational abilities and skills in the motor cognitive field, in preparation for their work in Early Childhood Services.

Specifically, the aims are:

* to briefly retrace the history of pedagogical models and methods;
* to propose a neurofunctional pedagogy;
* to provide autonomy-creating methodological strategies and teaching tools
* and safety when managing and planning in a public and private school environment;
* to guide and sensitise students in the working areas that
* deal with children in the early stages of development.

**Intended learning outcomes:**

At the end of the course, students will be able to:

* make use of theoretical and practical knowledge to design short, medium and long term educational and didactic paths;
* know and apply methodologies that favour learning and skills in specific didactic areas;
* plan, organise and implement educational courses (Ministerial Decree 65/2017);
* order and document the activities carried out;
* manage the individual child and the group;
* make use of clear and reliable systematic observation, monitoring (evaluation) and evaluation (testing) tools.
* work in a team with a critical and collaborative spirit;
* identify relational-operational strategies for networking based on knowledge of the territory, integration and scholastic inclusion.

***COURSE CONTENT***

Presentation and shared analysis of the course programme and of the educational-didactic methodological path regarding cognitive/motor action in early childhood.

*Main topics of the lectures:*

- the study and analysis of movement in the early stages of development, the neuroscientific basics;

- the fundamental stages of cognitive-motor functional development from birth to the age of 6, continuity between nursery school and kindergarten;

- the elaboration of projects and programmes in nursery schools and kindergartens;

- practical workshops on basic functionality, the areas of learning and specific competence;

- ministerial programmes;

- acting as a way of learning for the child;

- the mental, cognitive, motor, emotional, moral and participatory aspects;

- bodily availability;

- pragmatism and expressiveness;

- didactic-educational objectives, monitoring and evaluation;

- video analysis as a further means of evaluation and self-evaluation;

- information taking and action;

- purposeful movement, the praxes;

- lateral hemispheric-somatic dominance;

- the types of games;

- simulation techniques and role-playing games;

- group activities;

- the setting;

- difficulties, problems and disorders in children and how to manage them on a

pedagogical level.

***READING LIST***

M. Bonali-L. Stefanini, *Agire per apprendere*, ZeroseiUp, BG, 2019.

L. Stefanini-M. Bonali, *La pedagogia del sé operativo*, Aracne, 2019.

*\* other publications will be recommended during the course.*

***TEACHING METHOD***

To render students protagonists of the training-didactic process, multi-device methodological strategies will be used, potentially together with remote online modalities.

To render the teaching of the subject more effective, the following relationship modalities will be adopted in classes:

* frontal theoretical lectures with dialogue;
* practical laboratory lessons (BMF method);
* knowledge and execution activities carried out in groups;
* projection of video clips;
* potential single-subject meetings with experts;
* potential remotely conducted meetings.

*Students will be able to access the material made available on the blackboard of the*

*University's website.*

***ASSESSMENT METHOD AND CRITERIA***

The exam includes

1. *Oral test*

Verification of the knowledge and contents covered in the theoretical lectures of

the programme, according to the instructions specified at the beginning of the course.

1. *Term paper*

Delivery of a structured paper that develops an educational-didactic topic, articulated with theoretical premises, contextualisation, objectives, operational proposals and evaluation.

Oral exam assessment method:

- quality of the answers;

- in-depth detail on the topics covered;

- ability to personally rework the concepts.

Assessment method:

- relevance about the topic assigned;

- quality of the work:

- clarity in speech

The overall attainable mark concerning the oral examination and the term paper is maximum 30 marks

***NOTES AND PREREQUISITES***

Students must possess a basic knowledge of the operational relationship and human mobility. It is also assumed that they possess an interest in the knowledge and activities of children in early childhood.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.