# 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.

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

The Course aims to introduce and accompany students in learning the preparatory skills for methodological and didactic work in the cognitive-motor field of Kindergarten and Primary School Education (Law of 31 August, 2022/23).

Specifically, the course involves

– pathways with flexible objectives and didactic/operational content, aimed at soliciting specific learning. The aim is to shift students' focus from planning contents to implementing and updating their knowledge, drawing independently from texts, scientific articles and online platforms.

– to acquire knowledge in the cognitive-motor field to stimulate natural skills in the different chronological and biological ages of learners;

– to provide the most up-to-date methodological, didactic and operational strategies to optimise innovative and functional projects for different public or semi-private school contexts;

– to prepare and guide students in the different disciplinary and cross-disciplinary areas covered by the course.

Intended learning outcomes

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

– plan and organise educational courses in their own disciplinary area using operational and multi-device tools (Ministerial Decree 65/2017);

– order and document the activities carried out;

– manage the individual child and the class group;

– evaluate the expected results (testing);

– share the training offered with colleagues;

– make use of network connections to acquire knowledge of the territory, integration and school inclusion.

COURSE CONTENT

Presentation and shared analysis of the course programme, and of the methodological, didactic and operational path for Early Childhood and Primary School.

Main topics of the lectures:

Study and analysis of motor skills in the early stages of development;

The fundamental stages of functional/motor development from birth to 6-8 years;

Horizontal and vertical continuity between Nursery School, Kindergarten and Primary School;

Curriculum planning and scheduling from Nursery School through to Kindergarten and Primary School;

Activate the learner's functionality through basic operational workshops relating to the different disciplinary areas as required by the Ministerial Indications for the different grades in question.

Specifically for the workshop:

– acting as a natural way for the child to learn;

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

– bodily availability;

– pragmatism and expressiveness;

– the objectives: monitoring, evaluation and self-evaluation;

– video analysis to support the evaluation;

– information gathering 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 the cognitive-motor level.

READING LIST

M. Bonali, L. Stefanini, A. Antonietti, *La Bussola della mente funzionale*, Led, MI 2015.

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

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

L. Stefanini, M. Bonali, *La Cura tra routine e operatività*, ZeroseiUp, 2023.

TEACHING METHOD

To render students protagonists in the training-didactic process:

group work, dissertations, multi-device material, etc.will be adopted.

To render the teaching of the subject more effective, the following methods of relating to the different contexts will be adopted:

frontal theoretical lectures with dialogue;

practical workshop classes;

knowledge and execution activities carried out in groups;

projection of video clips;

potential single-subject meetings with experts;

possible remotely conducted meetings.

Students may access the material made available on the University website Blackboard.

ASSESSMENT METHOD AND CRITERIA

The exam foresees:

an oral test - verification of the knowledge and contents covered in the theoretical and practical classes according to the indications specified at the beginning of the course.

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

The oral exam will be assessed based on:

the quality of the responses;

the in-depth detail on the topics covered;

the ability to personally rework concepts;

The thesis will be assessed based on:

relevance to the assigned topic;

quality of the paper;

presentation clarity.

The maximum for the oral exam and thesis is 30 marks.

NOTES AND PREREQUISITES

Students must demonstrate basic knowledge of the operational relationship, human motor skills and neural functioning. They should also express interest in learning about 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.